BRESCIA UNIVERSITY
SCHOOL OF EDUCATION
TEAC PORTFOLIO ASSESSMENT - IECE

CANDIDATE _____ **SCORER** _____

_____**Standard 1 has a minimum of 2 pieces of evidence**
_____**Standard 1 does <u>NOT</u> have a minimum of 2 pieces of evidence. Do not score.**

STANDARD 1: Designs/Plans Instruction: The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

1.1 Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the indicator within the Standard.

• Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	• Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

1.5 Incorporates knowledge of multiple disciplines and strategies from team members			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

1.6 Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans)			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

_____Standard 2 has a minimum of 2 pieces of evidence
_____Standard 2 does NOT have a minimum of 2 pieces of evidence. Do not score.

STANDARD 2: Creates/Maintains Environments: The IECE educator creates and maintains learning environments in a variety of settings that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

2.1 Creates the physical, social, and temporal environment to engage children and maximize learning aligned with Kentucky Learner Goals			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

2.2 Creates and maintains developmentally and individually appropriate activity-based learning environments

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

2.3 Maintains a healthy and safe environment

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

2.4 Provides developmentally and individually appropriate indoor and outdoor environments			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

2.5 Creates environments that recognize and value diversity as a strength in children and families			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

2.6 Adapts environments to support children with special needs and disabilities			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

2.8 Facilitates positive interaction between children and adults			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

2.9 Uses positive guidance techniques to foster children's self-regulation			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

2.10 Uses responsive techniques to nurture appropriate social interaction and social competence			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

2.11 Functions within legal, ethical, and professional guidelines			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

2.12 Applies adult learning principles in supervising and training adults			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

_____Standard 3 has a minimum of 2 pieces of evidence
_____Standard 3 does NOT have a minimum of 2 pieces of evidence. Do not score.

STANDARD 3: Implements Instruction: The IECE educator introduces, implements, and facilitates experiences and instruction that support development and learning for infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

3.1 Facilitates children's acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

3.2 Implements developmentally appropriate individual and group activities in indoor and outdoor environments			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

3.3 Encourages children's active involvement in a variety of structured and unstructured learning activities			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

3.4 Uses instructional strategies that meet the unique needs of each child			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

3.5 Implements family-centered activities that reflect the family's resources, priorities, and concerns			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

3.6 Provides learning experiences that support and expand the cultural knowledge and behavior of each child

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
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Comment:			

3.7 Provides guidance, learning cues, and positive feedback to children			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

3.8 Manages antecedent and consequent conditions to foster self-management behaviors			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

_____Standard 4 has a minimum of 2 pieces of evidence
_____Standard 4 does <u>NOT</u> have a minimum of 2 pieces of evidence. Do not score.

STANDARD 4: Assesses & Communicates Learning Results: The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities, and communicates the results with partners, including families**.**

4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment			

4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

4.3 Actively involves families and other team members in the assessment process			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

4.4 Systematically collects, organizes, and records ongoing assessment data to monitor child progress			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

4.5 Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
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Comment:			

4.6 Effectively communicates assessment results and ongoing child progress with families and other team members in everyday language, including native language and communicative mode			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

_____Standard 5 has a minimum of 2 pieces of evidence
_____Standard 5 does <u>NOT</u> have a minimum of 2 pieces of evidence. Do not score.

STANDARD 5: Reflects/Evaluates Professional Practices: The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

5.1 Engages in ongoing self-reflection to improve professional practices.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment			

5.2 Communicates strengths and areas for growth in professional practices as a result of self-reflection

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
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Comment:			

5.3 Applies professional ethics, practices and legal mandates in early childhood settings

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
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Comment:			

5.4 Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

5.5 Participates in program evaluation efforts to improve child learning and development			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

5.6 Identifies the professional development needs of assistants, staff and volunteers and provides support to improve each person's performance			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

_____Standard 6 has a minimum of 2 pieces of evidence
_____Standard 6 does NOT have a minimum of 2 pieces of evidence. Do not score.

STANDARD 6: Collaborates with Colleagues/Families/Others: The IECE educator collaborates and consults with team members including colleagues, families, primary caregivers, agency personnel, and other service personnel to design and implement experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.

6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

6.2 Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

6.3 Consults and collaborates with team members to promote the child's development, share information, make decisions, implement, and evaluate program plans for the child.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

6.4 Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

6.6 Provides ongoing constructive feedback to team members about professional practices

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

6.7 Collaborates with families and other team members to support successful transition to next setting

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

_____Standard 7 has a minimum of 2 pieces of evidence
_____Standard 7 does <u>NOT</u> have a minimum of 2 pieces of evidence. Do not score.

. **STANDARD 7: Engages in Professional Development:** The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance

7.1 Engages in ongoing critical analysis and reflective thinking to assess one's own performance and identify areas for growth			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

7.2 Develops a professional growth plan.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

7.3 Documents professional growth and performance			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

7.4 Demonstrates professional growth through identification with and active participation in professional organizations

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

7.5 Critically reviews and applies research and recommended practices

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

7.6 Seeks support and expertise of others to improve professional practice			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

7.7 Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

_____Standard 8 has a minimum of 2 pieces of evidence
_____Standard 8 does <u>NOT</u> have a minimum of 2 pieces of evidence. Do not score.

STANDARD 8: Supports Families: The IECE educator supports families through family-centered services that promote independence and self-determination.

8.1 Assists families in articulating resources, priorities, and concerns			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

8.2 Demonstrates sensitivity to characteristics of each child's family and community and shows respect for cultural preferences and socioeconomic influences			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

8.3 Implements a continuum of family-centered services which support child development			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

8.4 Informs families of program objectives, procedures, and legal rights			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

8.5 Applies adult learning principles to parent education activities			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

8.6 Promotes family participation in adult education opportunities and school and community activities			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

8.7 Demonstrates knowledge of family structure, style, and stages of family and adult development

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

8.8 Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

_____Standard 9 has a minimum of 2 pieces of evidence
_____Standard 9 does <u>NOT</u> have a minimum of 2 pieces of evidence. Do not score.

STANDARD 9: Demonstrates Implementation of Technology: The IECE educator uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, families, and community agencies; and conduct research.

9.1 Operates a multimedia computer and peripherals to install and use a variety of software			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.3 Demonstrates knowledge of the use of technology in business, industry, and society.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance-learning applications to enhance professional productivity and support instruction			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.8 Requests and uses appropriate assistive and adaptive devices for children with special needs			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.9 Designs lessons that use technology to address diverse needs and learning styles of children

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.10 Practices equitable and legal use of computers and technology in professional activities

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.11 Facilitates the lifelong learning of self and others through the use of technology

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.13 Applies research-based instructional practices that use computers and other technology

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.14 Uses computers and other technology for individual, small group, and large group learning activities

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.15 Uses technology to support multiple assessments of children's learning

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.16 Instructs and supervises children in the ethical and legal use of technology

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

_____Standard 9 has a minimum of 2 pieces of evidence
_____Standard 9 does <u>NOT</u> have a minimum of 2 pieces of evidence. Do not score.

STANDARD 10   Provides Leadership Within School/Community/Education: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being**.**

10.1. Identify leadership opportunities that enhance student learning and/or professional environment of the school			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

10.2 Develop a plan for engaging in leadership activities.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

10.3. Implement a plan for engaging in leadership activities.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

10.4.Analyze data to evaluate the results of planned and executed leadership efforts			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			