**BRESCIA UNIVERSITY**
**SCHOOL OF EDUCATION**
**COOPERATING TEACHER REVIEW OF CLINICAL PRACTICE PORTFOLIO - IECE**

**CANDIDATE** _____ **SCORER** _____

_____Standard 1 has a minimum of 2 pieces of evidence
_____Standard 1 does NOT have a minimum of 2 pieces of evidence. Do not score.

**STANDARD1: 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. | | | |
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| 1 Beginning | 2 Developing | 3 Accomplished | 4 Exemplary |
| Candidate displays errors in knowledge of the indicator within the Standard<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• 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. |

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| Comment: | | | |

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| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| Comment: | | | |

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| 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 | Candidate is familiar with indicator within the Standard<br>• 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. |

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| Comment: | | | |

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

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| 1.6 Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans) | | | |
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| 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<br>• 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. |

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| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
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| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| Comment: | | | |

| 2.4 Provides developmentally and individually appropriate indoor and outdoor environments | | | |
|---|---|---|---|
| 1 Beginning | 2 Developing | 3 Accomplished | 4 Exemplary |

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| Candidate displays errors in knowledge of the indicator within the Standard<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| Comment: | | | |

## 2.6 Adapts environments to support children with special needs and disabilities

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

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

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

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

_____**Standard 4 has a minimum of 2 pieces of evidence**
_____**Standard 4 does NOT 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 | | | |
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| 1 Beginning | 2 Developing | 3 Accomplished | 4 Exemplary |

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| Candidate displays errors in knowledge of the indicator within the Standard<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
|---|---|---|---|
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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 |
|---|---|---|---|
| Candidate displays errors in knowledge of the indicator within the Standard<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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 |
| Candidate displays errors in knowledge of the indicator within the Standard<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| Comment: | | | |

| 5.3 Applies professional ethics, practices and legal mandates in early childhood settings | | | |
|---|---|---|---|
| 1 Beginning | 2 Developing | 3 Accomplished | 4 Exemplary |
| Candidate displays errors in knowledge of the indicator within the Standard<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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 | Candidate is familiar with indicator within the Standard<br>• 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.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | • Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | • Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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 | Candidate is familiar with indicator within the Standard<br>• 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.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | • Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | • Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>•  Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>•  Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| Comment: | | | |

_____**Standard 8 has a minimum of 2 pieces of evidence**
_____**Standard 8 does NOT 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<br>• Provides only repetition of indicator with inferred connection to evidence. | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence. | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence. | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence. |

| | | | |
|---|---|---|---|
| • Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | • Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | • Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | • Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| Comment: | | | |
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### 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation. | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation. | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation. | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation. |

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|---|---|---|---|
| • Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | • Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | • Limited use of professional vocabulary.<br>• Evidence is sufficient quality | • Extensive use of professional vocabulary<br>• Evidence is high quality |
| Comment: | | | |

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| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| Comment: | | | |

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| 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<br>• Provides only repetition of indicator with inferred connection to evidence. | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence. | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence. | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence. |

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|---|---|---|---|
| • Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | • Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | • Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | • Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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 | Candidate is familiar with indicator within the Standard<br>• 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. |

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|---|---|---|---|
| • Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>   • Evidence of weak quality | • Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | • Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |

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| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |

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| Comment: |  |  |  |

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| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| Comment: |  |  |  |

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| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary. | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary. | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary |

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|---|---|---|---|
| • Evidence of poor quality | • Evidence of weak quality | • Evidence is sufficient quality | • Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |

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| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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 | Candidate is familiar with indicator within the Standard<br>• 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. |

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|---|---|---|---|
| • Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | • Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | • Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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 |

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|---|---|---|---|
| Candidate displays errors in knowledge of the indicator within the Standard <br>• Provides only repetition of indicator with inferred connection to evidence. <br>• Identifies action with no explanation. <br>• Inconsistent and misuse of professional vocabulary <br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard <br>• Provides inconsistent explanation of connection between indicator and evidence. <br>• Discusses actions with explanation. <br>• Inconsistent use of professional vocabulary. <br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard <br>• Provides limited explanation of connection between indicator and evidence. <br>• Analyzes actions with explanation. <br>• Limited use of professional vocabulary. <br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard. <br>• Provides obvious explanations of connection between indicator and evidence. <br>• Justifies actions with explanation. <br>• Extensive use of professional vocabulary <br>• Evidence is high quality |
| 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 <br>• Provides only repetition of indicator with inferred connection to evidence. <br>• Identifies action with no explanation. <br>• Inconsistent and misuse of professional vocabulary <br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard <br>• Provides inconsistent explanation of connection between indicator and evidence. <br>• Discusses actions with explanation. <br>• Inconsistent use of professional vocabulary. <br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard <br>• Provides limited explanation of connection between indicator and evidence. <br>• Analyzes actions with explanation. <br>• Limited use of professional vocabulary. <br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard. <br>• Provides obvious explanations of connection between indicator and evidence. <br>• Justifies actions with explanation. <br>• Extensive use of professional vocabulary <br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| Comment: | | | |

_____**Standard 10 has a minimum of 2 pieces of evidence**
_____**Standard 10 does NOT 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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<br>• Provides only repetition of indicator with inferred connection to evidence.<br>• Identifies action with no explanation.<br>• Inconsistent and misuse of professional vocabulary<br>• Evidence of poor quality | Candidate is familiar with indicator within the Standard<br>• Provides inconsistent explanation of connection between indicator and evidence.<br>• Discusses actions with explanation.<br>• Inconsistent use of professional vocabulary.<br>• Evidence of weak quality | Candidate displays solid knowledge of the indicator within the Standard<br>• Provides limited explanation of connection between indicator and evidence.<br>• Analyzes actions with explanation.<br>• Limited use of professional vocabulary.<br>• Evidence is sufficient quality | Candidate displays in-depth knowledge of the indicator within the Standard.<br>• Provides obvious explanations of connection between indicator and evidence.<br>• Justifies actions with explanation.<br>• Extensive use of professional vocabulary<br>• Evidence is high quality |
| 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 | Candidate is familiar with indicator within the Standard<br>• 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. |

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