

**IECE Kentucky Teacher Standards**

To begin your Professional Growth Plan, please assess your level of performance on each of the indicators. Use a “1 to 4” scale as follows: 1 = Beginning, 2 = Developing, 3 = Accomplished, and 4 = Exemplary.

Complete this self-assessment prior to generating your “professional growth plan [PGP]” and then attempt it again annually. Typically, you would self-assess every two PGP preparations.

**STANDARD 1: Designs/Plans Instruction**

**The Interdisciplinary Early Childhood Education (IECE) educator designs and plans experiences and instruction that support the development and learning of infants, toddlers, preschool children, and kindergarten children, including those with disabilities.**

| <i>Performance Criteria:</i> The extent to which the IECE educator |               |              |               |   |
|--|---------------|--------------|---------------|---|
| <u>First</u>   | <u>Second</u> | <u>Third</u> | <u>Fourth</u> |   |
| _____  | _____         | _____        | _____         | 1.1 Designs developmentally appropriate, comprehensive curriculum and instruction aligned with Kentucky Learner Goals.  |
| _____  | _____         | _____        | _____         | 1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences                                      |
| _____  | _____         | _____        | _____         | 1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities                                  |
| _____  | _____         | _____        | _____         | 1.4 Plans for the effective involvement of team members including assista staff, and volunteers across learning environments  |
| _____  | _____         | _____        | _____         | 1.5 Incorporates knowledge of multiple disciplines and strategies from tea members  |
| _____  | _____         | _____        | _____         | 1.6 Incorporates family strengths and resources, priorities, and concerns to plan experiences and instruction (e.g., lesson plans, IFSPs, IEPs, and transition plans) |

**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.**

| <i>Performance Criteria:</i> The extent to which the IECE educator |               |              |               |   |
|--|---------------|--------------|---------------|---|
| <u>First</u>   | <u>Second</u> | <u>Third</u> | <u>Fourth</u> |   |
| _____  | _____         | _____        | _____         | 2.1 Creates the physical, social, and temporal environment to engage children and maximize learning aligned with Kentucky Learner Goals |
| _____  | _____         | _____        | _____         | 2.2 Creates and maintains developmentally and individually appropriate activity-based learning environments                             |
| _____  | _____         | _____        | _____         | 2.3 Maintains a healthy and safe environment  |
| _____  | _____         | _____        | _____         | 2.4 Provides developmentally and individually appropriate indoor and outdoor environments   |
| _____  | _____         | _____        | _____         | 2.5 Creates environments that recognize and value diversity as a strength in children and families                                      |

|       |       |       |       |  |
|-------|-------|-------|-------|--|
| _____ | _____ | _____ | _____ | 2.6 Adapts environments to support children with special needs and disabilities                          |
| _____ | _____ | _____ | _____ | 2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment |
| _____ | _____ | _____ | _____ | 2.8 Facilitates positive interaction between children and adults   |
| _____ | _____ | _____ | _____ | 2.9 Uses positive guidance techniques to foster children’s self-regulation                               |
| _____ | _____ | _____ | _____ | 2.10 Uses responsive techniques to nurture appropriate social interaction and social competence          |
| _____ | _____ | _____ | _____ | 2.11 Functions within legal, ethical, and professional guidelines  |
| _____ | _____ | _____ | _____ | 2.12 Applies adult learning principles in supervising and training adults                                |

**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.**

*Performance Criteria:* The extent to which the IECE educator:

| <u>First</u> | <u>Second</u> | <u>Third</u> | <u>Fourth</u> |   |
|--------------|---------------|--------------|---------------|---|
| _____        | _____         | _____        | _____         | 3.1 Facilitates children’s acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals. |
| _____        | _____         | _____        | _____         | 3.2 Implements developmentally appropriate individual and group activities in indoor and outdoor environments                                     |
| _____        | _____         | _____        | _____         | 3.3 Encourages children’s active involvement in a variety of structured and unstructured learning activities                                      |
| _____        | _____         | _____        | _____         | 3.4 Uses instructional strategies that meet the unique needs of each child  |
| _____        | _____         | _____        | _____         | 3.5 Implements family-centered activities that reflect the family’s resources, priorities, and concerns   |
| _____        | _____         | _____        | _____         | 3.6 Provides learning experiences that support and expand the cultural knowledge and behavior of each child                                       |
| _____        | _____         | _____        | _____         | 3.7 Provides guidance, learning cues, and positive feedback to children   |
| _____        | _____         | _____        | _____         | 3.8 Manages antecedent and consequent conditions to foster self-management behaviors  |

**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.**

*Performance Criteria:* The extent to which the

IECE Educator:

| <u>First</u> | <u>Second</u> | <u>Third</u> | <u>Fourth</u> |   |
|--------------|---------------|--------------|---------------|---|
| _____        | _____         | _____        | _____         | 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 |
| _____        | _____         | _____        | _____         |   |

|       |       |       |       |  |
|-------|-------|-------|-------|--|
| _____ | _____ | _____ | _____ | 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                            |
| _____ | _____ | _____ | _____ | 4.3 Actively involves families and other team members in the assessment process  |
| _____ | _____ | _____ | _____ | 4.4 Systematically collects, organizes, and records ongoing assessment data to monitor child progress.   |
| _____ | _____ | _____ | _____ | 4.5 Monitors, summarizes, and evaluates the acquisition of child and family outcomes as outlined in the IEP or the IFSP  |
| _____ | _____ | _____ | _____ | 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 |

**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.**

*Performance Criteria:* The extent to which the IECE educator:

| <u>First</u> | <u>Second</u> | <u>Third</u> | <u>Fourth</u> |   |
|--------------|---------------|--------------|---------------|---|
| _____        | _____         | _____        | _____         | 5.1 Engages in ongoing self-reflection to improve professional practices.   |
| _____        | _____         | _____        | _____         | 5.2 Communicates strengths and areas for growth in professional practices as a result of self-reflection  |
| _____        | _____         | _____        | _____         | 5.3 Applies professional ethics, practices and legal mandates in early childhood settings   |
| _____        | _____         | _____        | _____         | 5.4 Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments |
| _____        | _____         | _____        | _____         | 5.5 Participates in program evaluation efforts to improve child learning and development  |
| _____        | _____         | _____        | _____         | 5.6 Identifies the professional development needs of assistants, staff and volunteers and provides support to improve each person's performance |

**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.**

*Performance Criteria:* The extent to which the IECE educator

| <u>First</u> | <u>Second</u> | <u>Third</u> | <u>Fourth</u> |   |
|--------------|---------------|--------------|---------------|---|
| _____        | _____         | _____        | _____         | 6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings.  |
| _____        | _____         | _____        | _____         | 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 |

|       |       |       |       |   |
|-------|-------|-------|-------|---|
| _____ | _____ | _____ | _____ | 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. |
| _____ | _____ | _____ | _____ | 6.4 Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings    |
| _____ | _____ | _____ | _____ | 6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers  |
| _____ | _____ | _____ | _____ | 6.6 Provides ongoing constructive feedback to team members about professional practices   |
| _____ | _____ | _____ | _____ | 6.7 Collaborates with families and other team members to support successful transition to next setting  |

**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**

**Performance Criteria:** The extent to which the IECE educator

| <u>First</u> | <u>Second</u> | <u>Third</u> | <u>Fourth</u> |   |
|--------------|---------------|--------------|---------------|---|
| _____        | _____         | _____        | _____         | 7.1 Engages in ongoing critical analysis and reflective thinking to assess one's own performance and identify areas for growth  |
| _____        | _____         | _____        | _____         | 7.2 Develops a professional growth plan.  |
| _____        | _____         | _____        | _____         | 7.3 Documents professional growth and performance   |
| _____        | _____         | _____        | _____         | 7.4 Demonstrates professional growth through identification with and active participation in professional organizations   |
| _____        | _____         | _____        | _____         | 7.5 Critically reviews and applies research and recommended practices   |
| _____        | _____         | _____        | _____         | 7.6 Seeks support and expertise of others to improve professional practice  |
| _____        | _____         | _____        | _____         | 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 |

**STANDARD 8: Supports Families**

**The IECE educator supports families through family-centered services that promote independence and self-determination. .**

**Performance Criteria:** The extent to which the IECE educator

| <u>First</u> | <u>Second</u> | <u>Third</u> | <u>Fourth</u> |  |
|--------------|---------------|--------------|---------------|--|
| _____        | _____         | _____        | _____         | 8.1 Assists families in articulating resources, priorities, and concerns   |
| _____        | _____         | _____        | _____         | 8.2 Demonstrates sensitivity to characteristics of each child's family and community and shows respect for cultural preferences and socioeconomic influences |

|       |       |       |       |  |
|-------|-------|-------|-------|--|
| _____ | _____ | _____ | _____ | 8.3 Implements a continuum of family-centered services which support child development   |
| _____ | _____ | _____ | _____ | 8.4 Informs families of program objectives, procedures, and legal rights   |
| _____ | _____ | _____ | _____ | 8.5 Applies adult learning principles to parent education activities   |
| _____ | _____ | _____ | _____ | 8.6 Promotes family participation in adult education opportunities and school and community activities   |
| _____ | _____ | _____ | _____ | 8.7 Demonstrates knowledge of family structure, style, and stages of family and adult development  |
| _____ | _____ | _____ | _____ | 8.8 Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate |

**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.**

*Performance Criteria:* The extent to which the IECE educator

| <u>First</u> | <u>Second</u> | <u>Third</u> | <u>Fourth</u> |   |
|--------------|---------------|--------------|---------------|---|
| _____        | _____         | _____        | _____         | 9.1 Operates a multimedia computer and peripherals to install and use a variety of software.  |
| _____        | _____         | _____        | _____         | 9.2 Uses terminology related to computers and technology appropriately in written and verbal communication.   |
| _____        | _____         | _____        | _____         | 9.3 Demonstrates knowledge of the use of technology in business, industry, and society.   |
| _____        | _____         | _____        | _____         | 9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations   |
| _____        | _____         | _____        | _____         | 9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras   |
| _____        | _____         | _____        | _____         | 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 |
| _____        | _____         | _____        | _____         | 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                                    |
| _____        | _____         | _____        | _____         | 9.8 Requests and uses appropriate assistive and adaptive devices for children with special needs  |
| _____        | _____         | _____        | _____         | 9.9 Designs lessons that use technology to address diverse needs and learning styles of children  |
| _____        | _____         | _____        | _____         | 9.10 Practices equitable and legal use of computers and technology in professional activities   |
| _____        | _____         | _____        | _____         | 9.11 Facilitates the lifelong learning of self and others through the use of technology   |
| _____        | _____         | _____        | _____         | 9.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation  |
| _____        | _____         | _____        | _____         | 9.13 Applies research-based instructional practices that use computers and other technology   |
| _____        | _____         | _____        | _____         | 9.14 Uses computers and other technology for individual, small group, and large group learning activities   |

|       |       |       |       |   |
|-------|-------|-------|-------|---|
| _____ | _____ | _____ | _____ | 9.15 Uses technology to support multiple assessments of children’s learning       |
| _____ | _____ | _____ | _____ | 9.16 Instructs and supervises children in the ethical and legal use of technology |

**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.**

**Performance Criteria:** The extent to which the IECE educator

| <u>First</u> | <u>Second</u> | <u>Third</u> | <u>Fourth</u> |  |
|--------------|---------------|--------------|---------------|--|
| _____        | _____         | _____        | _____         | 10.1. Identify leadership opportunities that enhance student learning and/or professional environment of the school. |
| _____        | _____         | _____        | _____         | 10.2. Develop a plan for engaging in leadership activities.  |
| _____        | _____         | _____        | _____         | 10.3. Implement a plan for engaging in leadership activities.  |
| _____        | _____         | _____        | _____         | 10.4. Analyze data to evaluate the results of planned and executed leadership efforts.                               |



Now use the results for your PGP; the areas with the higher scores should become your “strength” areas, while those with the lower scores will be your “growth” areas. Simple as that!