School of Education Handbook

Brescia University

Table of Contents
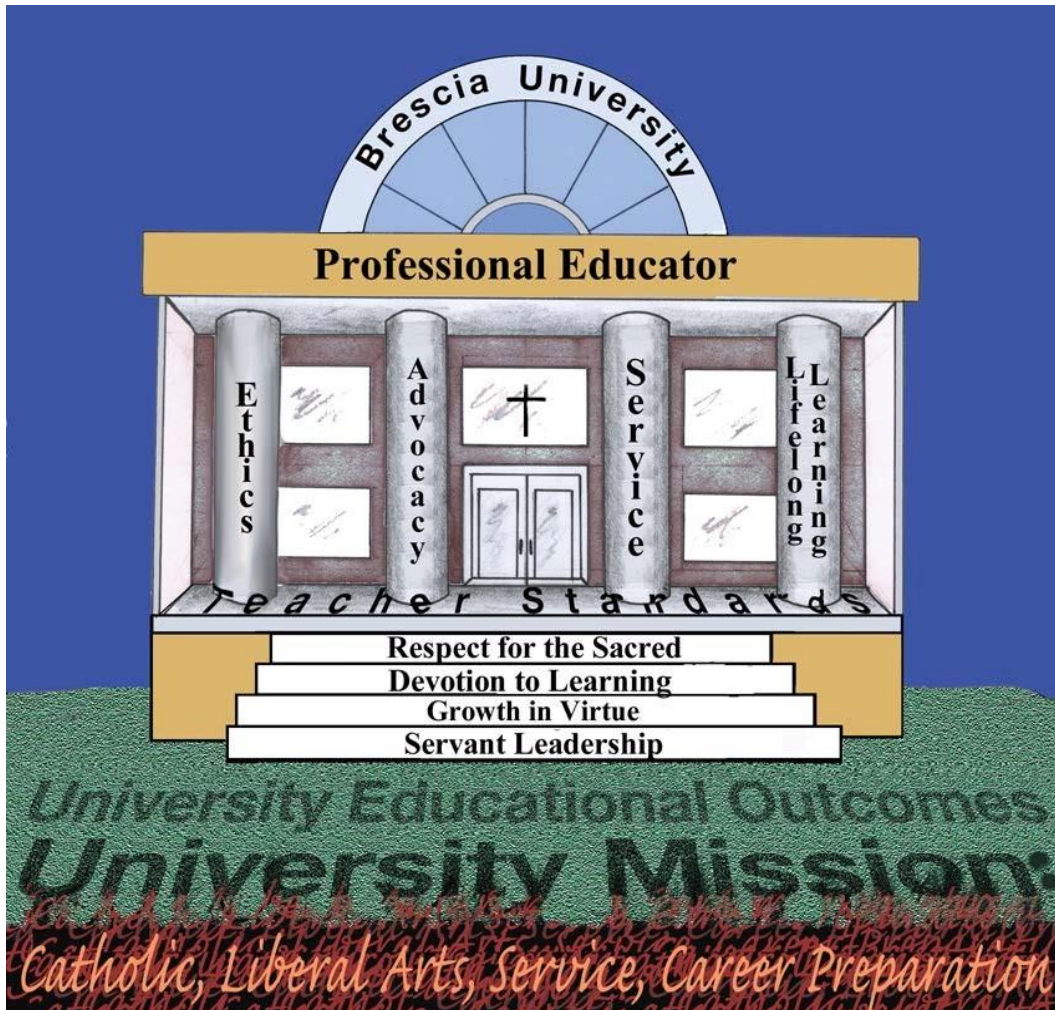
Brescia University
School of Education Program

CONCEPTUAL FRAMEWORK MODEL

Brescia University School of Education candidates are challenged to become Professional Educators committed to Ethics, Advocacy, Service, and Lifelong Learning.

IMPORTANT CHECKPOINTS IN YOUR SCHOOL OF EDUCATION PROGRAM

Freshman Year

1. Begin General Education Required (GER) course work. (12-15 hours per semester recommended).
2. Take 100 level courses in Major, Liberal Arts Core, or Area of Specialization.
3. Maintain at least a **2.75** GPA (GPA). (Effective 9/01/12; 16 KAR 5:020)
4. Special Education majors should take Edu 103: Orientation in Special Education; IECE majors take Edu 103 and Edu 104: Exploring Early Childhood Education.
5. Second semester declare your major. School of Education candidates may select certification area(s) from Interdisciplinary Early Childhood (birth through 5), Elementary (P-5), Middle School (5-9), Secondary (8-12), Art (P-12), Spanish (P-12), and Special (P-12) Education.
6. You *may* be eligible to take Edu 204 Introduction to Education your second semester.
7. Declare your major and meet with your assigned faculty advisor(s).
8. Begin working with your Professional Growth Plan (PGP) – see your advisor.
9. Obtain a background check through your home state agency.

Sophomore Year

1. Plan to complete Professional Education courses:
   ❖ Edu 204: INTRODUCTION TO EDUCATION (Transfer candidates: See Edu 108)
   ❖ Edu 246: TECHNOLOGY APPLICATION AND INTEGRATION IN EDUCATION
   ❖ Edu 255: TEACHING DIVERSE POPULATIONS OF CHILDREN AND YOUTH
   ❖ Psy 300: DEVELOPMENTAL PSYCHOLOGY
2. Consider obtaining student membership in National Education Association, Kentucky Education Association Student Program, and/or Council for Exceptional Children.
3. Experience diverse field placements in the 200 level education courses.
4. Meet and maintain criteria for "Admission to School of Education" *[for ALL criteria, please see "Policies and Procedures"]*:
   ❖ Passing scores on Core Academic Skills for Educators (CASE): Reading (5712) passing score 156, Writing (5722) passing score 162, and Mathematics (5735) passing score 150 (Effective 9/01/14; 16 KAR 5:020)
   ❖ Satisfactory background check; three satisfactory references.
   ❖ Satisfactory completion of dispositions presentation to School of Education faculty. (a minimum score of 3.0 for oral competence and 20 for teacher disposition – Edu#5A)
   ❖ 2.75 GPA or higher in GER and Professional Education courses must be maintained. (Effective 9/01/12; 16 KAR 5:020)
   ❖ A "D" grade on an Education course is not accepted. The student must retake the course and receive a grade of "C" or higher.

- ❖ Completion of two out of the three following Professional Core courses: Edu 204, Edu 255, Edu 301, Psy 300.
- ❖ Cumulative Professional Disposition points of at least 32 from faculty of Edu 204, Edu 255, Edu 246, Edu 301 and Psy 300. (Edu #4B)
5. Apply for admission to the School of Education by February 1 during the Spring semester (if you have completed at least 45 semester hours and 1 semester by then). If you do not meet the criteria for admission, you will have other opportunities in the following semesters.
6. Update your PGP each semester.
7. Continue saving your products for your portfolio.

Junior/Senior Year

1. Apply for Admission to School of Education if you have not yet done so (due dates are October 1st, February 1st, May 1st).
2. Begin taking upper division methods courses once you are admitted to the program.
3. Expand your field placements; gain further experiences in your content areas, at your grade level, with your area(s) of certification, and in areas of diversity.
4. Continue working on degree requirements, maintaining a minimum cumulative GPA 2.75 out of a possible 4.0. (Effective 9/01/12; 16 KAR 5:020)
5. Take Praxis II Specialty exam(s) and relevant PLT prior to applying for Clinical Practice.
6. Continue to develop your portfolio to present at the Teacher Candidate "Portfolio Preview" (end of October or February) and "TEAC Fair" (first of November or March).
7. PGP development and continued updates with advisor.

Clinical Practice

1. Apply for Admission to Clinical Practice the semester prior to your planned Clinical Practice. Due dates are October 1st, February 1st, and May 1st.
2. Submit a Health Form (available in the School of Education Office Room 357A).
3. An extensive background check with fingerprints from local, state, and federal agencies within six months of Clinical Practice must be obtained at the student's expense.
4. Upon completion of your Clinical Practice, fill out a **CA-1** form for State Certification

A Note to a Future Professional Educator

Dear Teacher of the Future:

The faculty of the School of Education at Brescia University welcomes you and thanks you for considering a career in education. Teaching is one of the most demanding careers a person can choose. It requires intellectual ability, a breadth of knowledge and social commitment, along with interpersonal and managerial skills. Of course, not everyone should be a teacher. You will have to give much thoughtful consideration to your personal strengths and weaknesses, deciding whether or not you have what it takes to spend your professional life as an educator.

Teachers are thoughtful people who want to take the time to explore and understand their world. Teachers are advocates who believe in the rights of each person to have the chance to achieve a fulfilling life. Teachers are energetic enthusiasts in love with learning and aflame with a desire to share that love with others. Teachers are excited by ideas; they must encourage and enable their students to think clearly and prudently about the issues that confront our society.

As a teacher, you will realize the importance of reading, which remains the primary way an educated person assimilates knowledge. No matter what you teach or what age student you instruct, you will remain a lifelong student, always studying, reading, and discussing the significance of ideas. As a teacher, you must also be a writer. You will write lesson plans, evaluations, committee reports, even booklets like the one you are reading now. Finally, a teacher must be an ethical professional who is genuinely concerned about others. As such, the teacher is committed to advocacy for all students and dedicated to instilling in their students a commitment to service for others and to lifelong learning.

If you believe that you are a person who can be a teacher, then the Brescia University School of Education teacher preparation program may be for you. Let this handbook be your guide and quick reference, and come see us often.

Peace,

The School of Education Faculty

The School of Education Program

Brescia University is committed to providing a strong liberal arts education for its students. This commitment, coupled with the traditional Catholic moral and intellectual tradition, gives the Brescia School of Education candidate a strong rational and ethical foundation on which to build. The University's mission statement embodies these ideas in four key concepts: Catholic, Liberal Arts, Career-Oriented, and Community Service. Brescia is determined to do more than simply prepare capable teachers. The entire University works together to engender in the student the ethical and moral values necessary for leadership in education.

EXPECTATIONS

Graduates of Brescia University's School of Education Program will be expected to model what it means to be a professional educator committed to ethical behavior and advocacy for their students; they will instill in their students a commitment to service for others and to lifelong learning. Throughout their tenure at Brescia, Teacher Candidates will have opportunities to develop their own ethical and philosophical understanding, explore and become involved with professional and service organizations, and demonstrate an increasing awareness of the complexities of and commitment to the demands and rewards of the education profession.

Teacher Candidates will give evidence of their initial and growing competence and commitment through various means, including but not limited to the following:

- ❖ Obtain passing scores on the Reading, Writing, and Mathematics components of the Core Academic Skills for Educators exam (CASE).

- ❖ Gain and maintain a minimum cumulative GPA of 2.75 out of a possible 4.0

- ❖ Explore and demonstrate professional teaching dispositions that reflect the guiding principles of Brescia University and the School of Education.

- ❖ Develop and maintain a professional educational portfolio based on Kentucky's Teacher Standards.

- ❖ Become active in direct service to and advocacy for students through field and practicum settings, such as tutoring and/or involvement in the activities of Brescia's student professional organizations.

❖ Pursue membership in the student programs for the National Education Association, Kentucky Education Association Student Program, and/or the Council for Exceptional Children.

❖ Work closely with their academic advisor to develop an appropriate course of studies that will enhance strengths, develop competencies (as reflected in the Professional Growth Plan), and result in teacher certification.

AREAS OF CERTIFICATION

From the founding of the University by the Ursuline Sisters of Mount Saint Joseph, Brescia has been noted for the quality of its teacher education programs. The School of Education prepares candidates for Kentucky Teacher Certification in Interdisciplinary Early Childhood Education (IECE) (birth–age 5); Elementary Education (P–5); Middle School Education (5–9); Secondary Education (8–12) in Biological Science, English, Mathematics, Social Studies; Art Education (P–12); Spanish Education (P–12); and Special Education: LBD (P–12) with either Elementary or Middle School Certification.

❖ Interdisciplinary Early Childhood Education: Bachelor of Science degree, with certification birth to 5 years old.
Contact: Dr. Marlaine Chase

❖ Elementary Education: Bachelor of Science degree, with P–5 certification.
Contact: Dr. Marlaine Chase

❖ Middle School Education: Bachelor of Science degree, with 5–9 certification in two specialty areas chosen from Language Arts (English), Mathematics, Science, or Social Studies.
Contact: Ms. Tina Wolken

❖ Secondary Certification: Bachelor of Science or Arts degree, with 8–12 certification.
Contact: Major Content Advisor Dr. Patricia Akojie

❖ Art Education: Bachelor of Arts degree, with P–12 certification.
Contact: Sr. Mary Diane Taylor and Dr. Patricia Akojie

❖ Spanish Education: Bachelor of Arts degree, with P–12 certification

Contact: Dr. Iris Moreno-Brown and Dr. Patricia Akojie

❖ Special Education: Bachelor of Science degree, with P–12 certification in Learning and Behavior Disorders (with either Elementary or Middle School certification)
Contact: Ms. Tina Wolken

Areas of Endorsement

❖ Special Education: Learning and Behavior Disorders grades 8-12 with Secondary Teacher Certification
Contact: Ms. Tina Wolken

❖ English as a Second Language P-12
Contact: Dr. Marlaine Chase

Chair

❖ Dr. Ashley N. Holland

SCHOOL OF EDUCATION PROGRAM PERSONNEL

The School of Education Program involves the cooperation and support of professional personnel, both on the Brescia campus and within area school systems. The roles and responsibilities of each person or group are outlined below.

CHAIRPERSON, SCHOOL OF EDUCATION & ALL CERTIFICATION PROGRAMS

- ❖ Represents the School of Education on the Dean's Council and President's Strategic Planning Committee
- ❖ Represents the School of Education programs to Kentucky's Education Professional Standards Board
- ❖ Accepts applications for admission to the School of Education and to Clinical Practice
- ❖ Confirms Teacher Candidate placements, notifying each party (Central Office, Principal, Cooperating Teacher, University Supervisor, and Teacher Candidate)
- ❖ Has the authority to change or cancel the Teacher Candidate assignment if, in the opinion of the building administrator, the Cooperating Teacher and/or University Supervisor, the change is deemed beneficial to the cooperating school district or the Brescia Teacher Candidate
- ❖ Together with the School of Education Data Manager is responsible for compiling data relative to admission to the School of Education and to Clinical Practice
- ❖ Chairs the Teacher Education Advisory Committee (TEAC)
- ❖ Presents data to the faculty sub-committee of the Teacher Education Advisory Committee (TEAC)
- ❖ Prepares the annual program reports to Kentucky's Education Professional Standards Board (EPSB) in Frankfort
- ❖ Responsible for preparing the cyclical Institutional Reports, Program submissions, Conceptual Framework, and Continuous Assessment Plans for ongoing program approval by the EPSB
- ❖ Serves as chief institutional representative of the AACTE and responsible for submission of the annual report to the AACTE
- ❖ Prepares and submits annual report and assessment data for the School of Education to Brescia's Vice President for Academic Affairs
- ❖ Serves as Title II Coordinator responsible for the annual Program Completer report to the U.S. Department of Education
- ❖ Serves as School faculty coordinator for the PRAXIS exams

PROGRAM COORDINATORS

- ❖ As full-time education faculty, assume responsibility for an SOE certification area

* Assume responsibility for academic advising for candidates majoring in the relevant certification area
* Prepare annual report and assessment data for the certification program
* Review assessment data and recommend program modification and updates
* Teach courses in the relevant or related certification areas
* Serve as member of the TEAC and the TEAC Faculty Subcommittee
* Arrange field and Clinical Practice placements

TEACHER EDUCATION ADVISORY COMMITTEE (TEAC)

* Includes community partner representatives from the three area school systems – including central office personnel, building administrators and classroom teachers – and related services providers in the area
* Includes Brescia University administrators, representative faculty from the content areas, one student representative from each certification program area and the Master of Science in Teacher Leadership Program, and the School of Education full-time and part-time faculty
* Serves in an advisory capacity to the School of Education
* Reviews, approves, and submits recommendations for program and policy development and modification
* Reviews data for each applicant for admission to the School of Education or Clinical Practice
* Reviews portfolios for Clinical Practice
* Takes into consideration the recommendations of the TEAC sub-committee regarding each applicant
* Makes final determination of each applicant's status for Admission to the School of Education and Admission to Clinical Practice

FACULTY SUB-COMMITTEE of the TEACHER EDUCATION ADVISORY COMMITTEE

* Composed of the School of Education (SOE) full-time faculty
* Reviews data of each applicant, and determines status, according to criteria established by Kentucky's EPSB and the SOE
* Determines by consensus the recommended status of each applicant for presentation to the full TEAC for Admission to the SOE or for Admission to Clinical Practice

REGISTRAR OF BRESCIA UNIVERSITY
* Serves as chief certification officer for the University

- ❖ Is an ex officio member of TEAC representing, with the Academic Dean, the University administration
- ❖ Processes CA-1 forms and other documentation needed by Kentucky's EPSB

CONTENT AREA (ARTS, HUMANITIES, and SCIENCES) FACULTY

- ❖ Accept responsibility for design and delivery of major content or specialty courses and liberal arts core (includes both full-time and part-time faculty)
- ❖ Serve as major academic advisors for candidates pursuing Secondary certification
- ❖ Communicate with School of Education faculty and advisors regarding academic progress of candidates pursuing teacher certification in relevant content area(s)
- ❖ Evaluate relevant content competence of Clinical Practice applicants at secondary and middle school grade levels

CENTRAL OFFICE of PARTICIPATING SCHOOL DISTRICT

- ❖ Is consulted, when applicable, regarding Teacher Candidate placements
- ❖ Receives list, when applicable, of Teacher Candidates placed within the system
- ❖ Maintains annual contract of agreement with Brescia University for field and Teacher Candidate placements

BUILDING ADMINSTRATOR/PRINCIPAL

- ❖ Serves as the liaison between the University and the cooperating teacher with regard to field and Clinical Practice placements
- ❖ If schedule permits, is encouraged to observe the Teacher Candidate on one or more occasions (preferably within KTIP framework)
- ❖ Is encouraged to include the Teacher Candidate, when possible, in department meetings, faculty meetings, staff development meeting, and other professional growth opportunities

COOPERATING TEACHER for TEACHER CANDIDATE

- ❖ Is integral to the success of the Clinical Practice experience of the Teacher Candidate
- ❖ Serves as a role model for the future teacher
- ❖ Is selected in consultation with the central office and/or building administrator based upon educational background (at least a Master's), preferably at least five

(5) years of teaching experience, number of years in the system (preferably 6), and willingness to assume the responsibility of a Teacher Candidate *[NOTE: Completion of KTIP Resource Teacher training is preferred, but not required.]*

❖ Has completed Co-Teacher Training
❖ Is primarily responsible for the day-to-day teaching/learning process of the Clinical Practice assignment
❖ Periodically evaluates the progress of the Teacher Candidate through informal and planned formal conferences, observations, and formative and summative written evaluations *[see forms Edu #12, Edu #14, Edu #15]*
❖ Evaluates Teacher Candidate portfolio *[see Edu #25]*
❖ At the conclusion of the Clinical Practice assignment, sends final evaluation to the Chairperson of the School of Education

UNDERLINE UNIVERSITY SUPERVISOR for TEACHER CANDIDATES

❖ Maintains regular contact with the school, the Cooperating Teacher, and the Teacher Candidate throughout the Clinical Practice assignment
❖ Observes and conferences with the Teacher Candidate on a regular basis
❖ Completes a University Supervisor observation report *[see form Edu #13]* for each visit (these are maintained in the student's permanent file)
❖ Gives routine feedback for the daily electronic journals maintained by the Teacher Candidate
❖ Participates in and conducts on-campus Clinical Practice seminars
❖ Evaluates Teacher Candidate portfolio *[see Edu #25]*
❖ Determines the final grade for Clinical Practice which will be either "pass" or "fail"

RESOURCES AVAILABLE

All Brescia students have full access to the University's educational and technological resources. The Brescia University Library is well stocked with professional literature, references, databases, and other current research publications. Multiple databases can be accessed online from within the library at any networked computer on campus, or through the Brescia Home Page (http://www.brescia.edu) from any computer (anywhere) with internet connections. Computers available to students on Brescia's campus (either lab PCs or personal laptops/tablets) are linked to the internet, e-mail accounts are provided, and off-campus Brescia network connections are available. Brescia University also has campus-wide wireless connectivity.

School of Education candidates at Brescia University have additional resources housed in the third floor of the Administration building – the Sr. Sharon Sullivan Curriculum Resource Center (CRC), the work room, and the Computer Lab.

Sr. Sharon Sullivan Curriculum Resource Center (CRC), Room 341A: The CRC, coordinated by Britton Hibbitt and a staff of student assistants, provides work surfaces, gathering spaces, reference materials, and a variety of current and historical curricular materials. Computer software and CDs, videos, DVDs, audio tapes, product catalogs, and educational journals are also available for student use. School of Education candidates will find a Children's Literature library which features Newberry and Caldecott winners and specialty collections focusing on topics such as character education and special education. The School of Education faculty place their own material on reserve and encourage candidates in their classes to take advantage of these and other resources in the CRC. School of Education candidates also find that the arrangement of and furnishings in the CRC provide space and opportunity to share ideas and develop friendships and collegial relationships.

Computer Lab (Room 340A): This computer lab can be accessed through the CRC, and with the proximity card (ID) is available to any candidate on campus when not being used for a variety of classes. The lab's proximity to education classes and other education resources makes it a popular spot with School of Education majors. The lab houses 20 Dell computers that are connected to Brescia's network and carry Windows 7 operating systems as well as PSPP Statistical Analysis Software. The "Office 2010" word processing, spreadsheet, presentation, and data management programs are installed on each system. Each computer also has Read & Write Gold, sound system, CD-burner, DVD, and access to the internet. Also available in this computer lab is a multimedia program complete with "Smartboard" technology, Elmo, DVD, and VCR/Videodisc players.

Instructional Classrooms (Room 344A and 350A): Candidates have access to the instructional classrooms which house a multimedia program complete with an interactive LCD projector, Elmo, DVD, and VCR/Videodisc players.

CURRICULUM

Brescia University has built its educational programs on the foundation of the liberal arts. These areas of study are the outgrowth of almost two thousand years of scholarly pursuit, philosophical investigation, and scientific inquiry. Every Brescia student must complete a 57-hour GER core, consisting of several hours each in the areas of language and literature, theology and philosophy, the fine arts, natural sciences and mathematics, and history and the social and behavioral sciences. Candidates are encouraged to explore all areas of the General Education core during their first two years at Brescia. Such exploration builds on and extends the preparation Kentucky students receive within the School of Education and core content in grades P–12, and helps prepare all Teacher Candidates to be able to teach that same core content.

In addition to the Liberal Arts General Education core, a sequence of courses in Professional Education is taught. Many of these courses will vary, depending upon the area(s) of certification chosen – Interdisciplinary Early Childhood Education (IECE), Elementary Education, Middle School Education, Special Education, Secondary Certification, or Art or Spanish Education. However, the following courses will be considered foundational to professional course work in the School of Education programs:

- Edu 204: Introduction to Education (Transfer candidates: See Edu 108)*
- Edu 246: Technology Application and Integration in Education
- Edu 255: Teaching Diverse Populations of Children and Youth*
- Psy 300: Developmental Psychology*

Professional education courses involve the candidate in the most current research on learning and effective teaching methods and strategies. The Teacher Candidate will have multiple and extensive opportunities to apply these theories and practices in actual settings. Beginning with the introductory level courses and continuing through the upper division education courses, School of Education candidates will engage in reflective exercises designed to help the participants recognize and integrate the core concepts presented across and within disciplines. As candidates synthesize these new ideas and experiences, they will have frequent opportunities to examine their own growth relative to Kentucky's Teacher Standards and to their understanding of their own dispositions for teaching. The Brescia School of Education works closely with Kentucky's Education Professional Standards Board (EPSB), meeting all accreditation standards for teacher preparation.

*Two of these three classes are required for Admission to the School of Education.

INTEGRATING TECHNOLOGY

Computer and technology literacy is a must in today's society. Teachers must not only be personally computer literate, but they must also be prepared to use computer technology in their instruction in ways that both enlarge the growth of technology literacy among their students with limited computer skills and provide challenges to students with more highly developed computer literacy. Within Brescia's School of Education, Teacher Candidates will spend significant time working with various computer applications including but not limited to word processing, data management, spreadsheet programming, web page construction, internet searching, information presentation (such as PowerPoint), and assistive technology applications (such as Read & Write Gold).

Brescia faculty, in and out of the School of Education, will use a variety of computer applications in the delivery of their courses and will expect the Brescia student to have access to computers and their various applications. Reflective journaling for field placements and Clinical Practice experiences are submitted via email. Teacher Candidates are encouraged to develop and maintain an electronic teaching portfolio combining elements from all (or most) of the various computer applications available. The University provides and maintains a campus-wide wireless backbone, three computer labs for anytime student use, and internet access both on- and off-campus.

PROGRAM OF FIELD/CLINICAL EXPERIENCE

The Brescia University School of Education Program includes a comprehensive field/clinical component, beginning with Edu 103 – Orientation in Special Education, for special education majors, Edu 104 – Exploring Early Childhood Education, for IECE majors, and/or Edu 204 – Introduction to Education, for candidates who have successfully completed at least 15 semester hours of University work and have an interest in teacher education. These culminate with the Clinical Practice experience (with a minimum of 200 hours accumulated prior to Clinical Practice). In Edu 103, Edu 104, and Edu 204 courses, the candidates are exposed to a variety of educational settings: preschool, P–12, traditional, and innovative. The purpose of the initial field component is to enable candidates to determine their interest in the teaching profession and possible area(s) of specialization. Following these introductory courses, additional field/clinical hours are incorporated into the professional course components described below and in much more depth in the *School of Education Field Handbook*, https://www.brescia.edu/school-of-education (click on "Documents & Forms," then

School of Education Field Handbook). A permanent field file, with appropriate documentation, is maintained for each student.

Within each three-hour upper-division professional education course, candidates can anticipate participating in 10 to 20 hours of direct field experiences. In the methods courses, these experiences usually involve opportunities to deliver instruction in the relevant academic area and to work directly with children in area schools under the supervision of certified teacher. The teachers with whom the Teacher Candidate works will also be asked to submit formative evaluations of the candidate's work. For each field experience, the Teacher Candidate will develop a reflective journal of the experience *[these are usually submitted electronically for timely comments and questions]*; such reflective journals are one means of tracking the development of personal skills, dispositions, and competencies relative to Kentucky's Teacher Standards (KTS).

Brescia's clinical component is incorporated into several professional course offerings, and through a variety of experiences including: (1) micro-teaching (video-taping and peer critique); (2) attendance at area school board and staff development meetings; (3) participation in regional/national meetings of professional organizations; (4) panels of area educators on-campus for dialogue and interaction; (5) meetings with area KEA representatives and central office personnel; and (6) seminars on current educational research findings. The candidates are offered "hands-on" experience in the design and creation of bulletin boards, instructional materials, and other technology applications. Seminars on classroom management/discipline, computer literacy, and various aspects of professionalism offer the future teacher an opportunity for experiential learning and practical application in his/her area(s) of specialization. Each course instructor is responsible for the design/implementation of the clinical hours within each specific course. Teacher Candidates can anticipate a minimum of 200 hours of field/clinic experiences. This includes a Practicum of 50 hours.

STEPPING THROUGH THE SCHOOL OF EDUCATION LEVELS
The Brescia University School of Education Program is in reality a five-step process, culminating in a Bachelor of Science (or Bachelor of Arts) degree and application for a Statement of Eligibility for Teacher Certification in Kentucky. These five steps include:

1. Admission to Brescia University and establishment of a record as a competent scholar.

2. (Level I) Admission to the School of Education, a prerequisite for taking upper division (300 and 400 level) professional education courses.

3. (Level II) Participation in upper division professional education courses, field/clinical experiences, and development of a School of Education portfolio.

4. (Level III) Admission to Clinical Practice and completion of the PRAXIS II Specialty Test(s) the semester prior to Clinical Practice.

5. (Level IV) Completion of Clinical Practice.

Level I – Admission to School of Education

Typically, a Teacher Candidate will apply for Admission to the School of Education the second semester of their sophomore year (following the completion of 45 semester hours of college/university course work). Transfer candidates must also complete at least one academic semester at Brescia before they are eligible to apply for admission.

Admission criteria relative to GPA, CASE scores, courses completed, and credit hours earned must also be met. These specific criteria are listed in the "Policies and Procedures" section as well as on the first form in the "School of Education Program Forms" section.

Once the Teacher Candidate and his/her advisor have determined that the initial criteria have been met, the candidate may obtain an "Application for Admission to the School of Education" packet from the School of Education website/office. The written portion of this application provides a sample of the applicant's written language; it should be completed with care. Deadlines for application submission are October 1st, February 1st, and May 1st. Additionally, the applicant will prepare an oral presentation, reflecting on his/her dispositions for teaching, to share in a formal setting with the School of Education faculty. The results of the application process plus the education faculty evaluation of each applicant will be presented to the Teacher Education Advisory Committee (TEAC) for a final decision. Successful completion of this process will entitle the applicant to participate fully in all aspects of the School of Education Program at Brescia University.

Post-graduates must have successfully completed their area content PRAXIS II tests before they can be accepted to the School of Education.

Level III – Admission to Clinical Practice

The semester prior to Clinical Practice, Teacher Candidates must apply for admission to Clinical Practice. The criteria for this process are found in the "Policies and Procedures" section of this *Handbook* as well as in the "School of Education Program Forms." Candidates planning to complete the Admission to Clinical Practice process in the spring (prior to a planned Fall Clinical Practice) must plan carefully to be able to complete their medical exams and background checks with fingerprints prior to the February 1st deadline. Teacher Candidate applicants must also plan for completion of the Principles of Learning and Teaching (PLT) and the PRAXIS II Specialty Exams prior to being admitted to Clinical Practice.

The forms necessary for initiating the Admission to Clinical Practice process are located in the School of Education office. Teacher Candidates should consult with their advisors no later than their junior year to determine the appropriate semester to apply for Admission to Clinical Practice.

Prospective Teacher Candidates also have the opportunity to present their School of Education portfolios to teachers and other educational professionals. These portfolios, containing exemplars of the Teacher Candidate's work, are designed to showcase the prospective teacher's progress toward fulfilling each of Kentucky's Teacher Standards. Candidates are encouraged to present their portfolios using a variety of platforms. Some portfolios have been entirely web based; others have combined electronic elements together with hard copies or other paper products; still others used a computer-based presentation program such as PowerPoint. Area teachers with experience in the portfolio development and presentation process review and give evaluative feedback on the candidates' portfolios prior to the TEAC meeting. Candidates have some time to respond to the previewers' comments and suggestions. Members of the TEAC then also have an opportunity to examine the portfolios, discuss their contents with the Teacher Candidates, and offer comments and other feedback.

PROBATION/TERMINATION FROM THE SCHOOL OF EDUCATION

Students/candidates may be placed on probation or terminated from Brescia University's School of Education teacher preparation programs if, in the professional judgment of the education faculty, violations of professional and /or ethical codes have occurred. These may include but are not limited to:

ACADEMIC REASONS FOR TERMINATION/PROBATION
1. Failure to maintain academic and GPA requirements as established by Brescia University and the School of Education.
2. Academic dishonesty as defined by Brescia University policy.
3. Poor performance in Field Experiences, Practicum or Clinical Practice.

The process for termination may be sudden or gradual based on the seriousness of the violation. If a candidate is placed on probation for academic reasons, the probation also applies in the School of Education and prevents any further progression in the teacher preparation program (e.g. Admission to School of Education or enrollment in Edu prefix courses or Admission to Clinical Practice). The Vice President for Academic Affairs/Academic Dean, the candidate, and faculty advisor(s) in the School of Education and in content area(s) as appropriate will meet to create a plan of action with a monitoring timeline that includes interaction with advisor(s). Candidates successfully completing a plan of action and who are removed from probation may seek to progress in the School of Education. Those candidates not completing the plan of action are terminated from the School of Education program. In either case, The Chair of the School of Education will notify the candidate in writing of the decision and the specific reason(s) for the action and provide information regarding avenues for appeal/grievance as stipulated in the Brescia University Student Handbook.

NON-ACADEMIC REASONS FOR TERMINATION/PROBATION

Candidates may be denied Admission to the School of Education, Admission to Clinical Practice or be terminated from the School of Education for any of the following non-academic reasons which may be personal or professional:
1. Overtly expressed attitudes and values in opposition to those found in the Professional Code of Ethics for Kentucky School Certified Personnel *http://www.kyepsb.net/legal/ethics.asp* 16 KAR 1.020 or any code of ethics related to any area of certification/licensure within a teacher preparation program (SPAs)
2 Evidence of chemical dependency.

3. Mental/emotional difficulties that impair performance, interactions, and relationships with classmates, faculty, community partners/schools/agencies staff, and/or P-12 students and families.
4. Evidence of criminal activity occurring during enrollment or prior to enrollment and becoming known after enrollment.
5. Personal issues, which impair performance, interactions, relationships with classmates, faculty, community partners/schools/agencies staff, and/or P-12 students and families.
6. Personal goals inconsistent with the Mission of the School of Education and the conceptual framework.
7. Sanction(s) for behavioral or use of social media incidents.

TERMINATION PROCESS

Prior to termination, the candidate will be provided with verbal and written notification of impending probation and/or termination. The Chair of the School of Education will call a meeting of the School of Education faculty and content area faculty advisor if necessary to review the issue(s). A meeting with the candidate may be necessary to gather information, discuss the issue, and review, if the possibility exists, alternate options to termination. If a viable option exists, the candidate and the committee negotiate a plan of action specifying steps to be taken toward resolution. The candidate's advisor(s) oversee(s) the completion of the contract. A final interview with a committee composed of faculty/advisors and selected peer representatives is conducted to determine if the contract has been successfully completed. The Chair of the School of Education will provide written notification of the committee's decision within 5 working days of the scheduled meeting. The Chair of the School of Education will also notify TEAC members in writing when circumstances for a candidate have resulted in a review and the outcome of that review. Decisions made by the committee can be appealed by the candidate filing an appeal or grievance. This grievance procedure is found in the Brescia University Student Handbook.

Grievance Procedure

Every precaution will be taken to protect the candidate's rights. If the student/candidate does not concur with the recommendations of the School of Education committee, an appeal may be filed through Brescia University channels of appeal consistent with the grievance procedures.

FREQUENTLY ASKED QUESTIONS

School of Education Handbook

1. *What about SECONDARY EDUCATION? I want to teach high school.*

Candidates who wish to become high school teachers do <u>not</u> actually <u>major</u> in Secondary Education; instead they choose one of the content majors (i.e., Biology, English, Mathematics, Social Studies) and take professional education courses leading to secondary certification in the content area. These future secondary educators will have two academic advisors during their time at Brescia University; one advisor will be from their content area and the second advisor will be the Secondary Education Program Coordinator. Candidates considering Secondary Education should make an appointment with the Coordinator of Secondary Education by the second semester of their sophomore year at the latest. Such timely advising will insure that the student will complete the necessary education courses on schedule. Even those who think they "just might" be interested in becoming a teacher should arrange for an advising meeting to more carefully plan their course of study.

2. *What's all this about a PORTFOLIO?*

A portfolio is a collection of work which demonstrates a person's development across time and across expectations or competencies. The School of Education portfolio is a collection of work that exemplifies the student's progress toward mastery of Kentucky's Teacher Standards. Within every professional education course, the Teacher Candidate will have several opportunities to generate material suitable for inclusion in the portfolio. Such material includes (but is not limited to) reflective journals from field experiences, individually- and collaboratively-developed lessons and unit plans, self- and peer-evaluations of instructional events, tests, research papers and presentations, professional growth plans, and many other items.

Syllabi in the School of Education all include a section that identifies the instructor's perception of the connections between course activities and assignments and the relevant Teacher Standard. These identified connections will be helpful in targeting portfolio entries (or "artifacts"). As these materials accumulate, the student will be encouraged to select the items that best exemplify their progress across the School of Education curriculum. Within several classes and advising sessions, the student will have opportunities to present and receive feedback on the portfolio elements. A portfolio development and tracking guide is also available from advisors and in the School of Education office to assist the student in planning and preparing the School of Education portfolio.

As a part of the admission to Clinical Practice process, TEAC members and educators experienced in portfolio development review candidate portfolios.

3. *What about the PRAXIS?*

Prior to being accepted to Clinical Practice, each Teacher Candidate is required to evaluate his or her professional and content competency by completing the Principles of Learning and Teaching (PLT) and the PRAXIS II Specialty Test(s) or current licensure examinations in his/her area(s) of certification. The Education Testing Services (ETS)-sponsored PRAXIS and PLT tests are scheduled throughout the year; they are scheduled twice for the fall and the first spring tests are offered on the Brescia University campus (as well as at other sites throughout the region).

Required Scores: Information about required passing scores for Kentucky is available from (1) the School of Education faculty; and (2) the Education Professional Standards Board (EPSB) website, http://www.epsb.ky.gov; it will also be provided by ETS when scores are distributed to the test participants. Post-graduate candidates must have successfully completed all PRAXIS II content tests before being accepted to the School of Education.

Test Selection: Information about which tests are required for the different certification areas can be obtained from (1) School of Education faculty; (2) the EPSB website; or (3) the ETS (https://www.ets.org/praxis/), which lists tests by area as well as state certification requirements.

Fees & Fee Waivers: This information as well as the cost of each test may be obtained at http://www.ets.org/praxis/about/fees. Additional information about eligibility criteria for fee waivers may be obtained at http://www.ets.org/praxis/about/fees/fee_waivers/.

Modifications: ETS policies and procedures relative to modifications for test-takers with disabilities can also be found on the web site. Brescia University's Student Support Services can assist candidates who need to take advantage of such services.

Preparation: The University and School of Education's ongoing curriculum alignment efforts involve most Brescia faculty and strengthen the alignment between Brescia course expectations and PRAXIS content. Study guides and "Tests at a

Glance" are available online at the ETS home page; study and test preparation sessions can be arranged with School of Education faculty; and PRAXIS preparation packets are available in the Sr. Sharon Sullivan Curriculum Resource Center (CRC).

4. ***Do I have to complete my program in four years?***

   Although the various areas of certification are designed to be completed within the traditional four-year undergraduate program, each student is encouraged to work with his or her advisor to develop a schedule that meets both program requirements and personal needs. Some candidates may matriculate with advanced status in the General Education Requirement core and elect to schedule heavy semester loads and/or summer courses in order to complete their program in less than the traditional four years. Other candidates may require additional courses, may become interested in a second major or academic minor, may have additional family or work obligations, or may simply choose a more relaxed pace. With few exceptions, candidates who choose or require a longer period of time to complete their program will still be required to meet only the requirements in effect at the time they declared their major and sign their curriculum contract/check sheet. As indicated in the undergraduate *Brescia University Catalog*, candidates majoring in special education will plan on at least some summer school or an extra semester to complete their program in the traditional four-year period.

5. ***I'm a STUDENT ATHLETE; will I still be able to complete my teacher certification and degree in the "normal" time frame?***

   Student athletes are welcome additions to the School of Education. While it is possible to participate in the sports program and still complete a degree in the traditional four years, careful planning is the key term. The student athlete must blend together a full academic load, a tight practice and competition schedule, and – at the Junior and Senior level – often extensive field hours. The education student athlete is encouraged to remember that schools are in session during the day, that most field placements will require the student to have time available in the morning or early afternoon, and that many professional education courses are offered in the late afternoon or evening to accommodate in-school obligations.

   At times, competitions are scheduled in such a way that candidates may be asked to choose between missing classes in excess or missing games. It is less than fair to ask student athletes to make such choices, for missing either is a disservice to both.

Faculty, the University administration, and the athletics department continue to work together to develop schedules that do not penalize any segment of the University.

Finally, education candidates must be aware that the Clinical Practice experience is considered a full-time job for the Teacher Candidate, with all the attendance and performance obligations such a position would entail. Student athletes whose sport coincides with the Clinical Practice semester must remember that they must make up any days missed, that they must plan ahead with their Cooperating Teacher and Supervisor to cover the lessons for which they are responsible, and that they must work with their coach to minimize any absences. At times this might require the student athlete/Teacher Candidate to restrict their team participation; for instance, no Teacher Candidate would be permitted to miss school to attend practice or weight training sessions. In short, student athletes can and have been highly successful Teacher Candidates; all it takes is commitment, dedication, teamwork, and careful planning – all key attributes for a future teacher.

6. *I'm a TRANSFER student; what should I do differently?*

Transfer candidates who plan to major in education or pursue teacher certification should meet with their respective education advisors immediately upon acceptance to Brescia University (or earlier, if possible). Many transfer candidates are able to complete their programs within the traditional four years; others are not. Factors that can impact the transfer student's program include the following:

A) <u>Number of semesters completed</u>: Transfer candidates must successfully complete at least one academic semester at Brescia University before they are eligible to apply for Admission to the School of Education. Those candidates who have junior status when they transfer usually cannot enroll in upper division education courses for at least one semester or longer.

B) <u>GPA</u>: Candidates must have at least a 2.75 cumulative GPA (out of a possible 4.0) to apply for Admission to the School of Education. Transfer candidates must understand that their GPA will accompany them; if their GPA from their earlier coursework is below a 2.75, they must raise the cumulative GPA for all their accepted coursework to a level of 2.75 or above. Occasionally such efforts can add time to a transfer student's program.

C) Transfer Credits – General Education Requirements: At the time of the transfer student's Admission to Brescia University, the Registrar will evaluate credits to determine which are equivalent to courses offered in Brescia's General Education Requirement (GER) core. Potential transfer candidates may make arrangements to meet with education advisors prior to their transfer to help facilitate the credit transfer process through careful course planning. Brescia University has a clear guide sheet to help those in the Kentucky Community and Technical College System (KCTCS) plan their courses of studies to make such transfers easier; Brescia also has a Block-Transfer agreement in place with KCTCS. Transfer agreement information can be obtained at https://www.brescia.edu/transfer-agreements.

D) Transfer Credits – Education: The School of Education faculty assist the Registrar in determining which of the professional education courses a transfer student might have taken are equivalent with Brescia's professional education courses.   While the University has established guidelines with the Kentucky Community and Technical Colleges, those courses from other institutions must be evaluated individually. Transfer candidates would be wise to keep books, class notes, class projects, course syllabi, and other products to help their advisors and other education faculty make informed decisions relative to transfer credits.

E) Field Hours: Transfer candidates must request that a copy of the record of their field/clinic hours from the institution(s) from which they are transferring be sent to the School of Education Data Manager, so that these records may be incorporated into their education records kept in the School of Education office. This can be completed through the transfer option in KFETS.

F) Transfer candidates who have completed the basic "Introduction to Education" course elsewhere are required to take Edu 108, a one-hour course that orients the student to the Brescia program.

7. What is KFETS?

The Kentucky Field Experience Tracking System (KFETS) is an online application for tracking field experiences of teacher candidates enrolled in a Kentucky teacher preparation program and students who plan to enroll in a teacher preparation program in Kentucky. Candidates in Kentucky are required to complete a minimum of 200 field experience hours prior to student teaching. (16 KAR 5:040). Candidates

will need to apply for an identification number with the Education Professional Standards Board (EPSB) to begin tracking field experience hours. EPSB has provided a PowerPoint for candidates to view to explain the process of tracking hours. It can be viewed at http://www.epsb.ky.gov/teacherprep/fieldexperience.asp.

8. *Will I have any help finding a JOB when I graduate?*

The School of Education offers its graduates the opportunity to establish a placement file. This file is maintained through the School of Education office; its contents can be shared (upon direct written request from the program graduate) with potential employers. Further information about the placement file will be discussed during Clinical Practice Seminar. In addition, opportunities for participation in Job Fairs, mock interviews, and resume development are provided both through Clinical Practice Seminars as well as through the University's Career Placement Services.

9. *What if I have QUESTIONS this book cannot answer?*

If there are questions beyond this *School of Education Handbook*'s scope, they should be brought to the academic advisor. Answers may also be found in the current *Brescia University Catalog*, http://www.brescia.edu/university-catalog the Brescia University *Student Handbook*, https://www.brescia.edu/_uploads/Brescia-University-Student-Handbook.pdf , the *School of Education Field Handbook*, http://www.brescia.edu/documents-forms.

POLICIES and PROCEDURES

ADMISSION TO THE SCHOOL OF EDUCATION PROGRAM

- All candidates admitted to the Brescia University School of Education program must meet and/or successfully complete standards set by the School of Education faculty and submitted to Kentucky's Education Professional Standards Board (EPSB).

- The responsibility for application for admission to the School of Education Program lies with the candidate.

- Photographs of applicants to the School of Education Program will be taken at the time of candidate interviews and will be placed in the candidates' permanent School of Education records.

Criteria for Admission to the School of Education Program

1. The candidate must possess the moral, personal/social, and ethical characteristics commensurate with standards of Brescia University and of the Professional Code of Ethics for Kentucky School Certified Personnel.

2. The candidate must have a record of a background check completed by the Kentucky State Police or their local law enforcement agency if they live in another state.

3. The candidate must have completed a minimum of 45 semester hours of university course work.

4. The candidate must have completed at least one (full-time) academic semester of university course work at Brescia University.

5. The candidate must have a cumulative GPA of 2.75 out of a possible 4.00 or 3.0 GPA on the last thirty hours of credit completed on all _university course work_ attempted.

6. The candidate must have a cumulative GPA of 2.75 out of a possible 4.00 or 3.0 GPA on the last thirty hours of credit completed on _professional course work_ attempted.

7. The candidate must have successfully completed *[a grade of "C" or better and a combined GPA of 2.75 or higher]* two of the following courses: Edu 204 – Introduction to Education (for transfer candidates: Edu 108), Edu 255 – Teaching Diverse Populations of Children and Youth, *OR* Psy 300 – Developmental Psychology. One of the required courses – Edu 108/ Edu 204, Edu 255, or Psy 300 – must be taken at Brescia University.

8. The candidate must have received a passing score (minimum 32) on Edu 4B, Professional Disposition for the five common courses among education majors. ***[Teacher Education Advisory Committee (TEAC) March 17, 2010].***

9. The candidate must demonstrate academic competence in the following ways:

   a. Earning scores on the Core Academic Skills for Educator (CASE) that meet or exceed Kentucky's minimum criteria: Reading (156), Mathematics (150), and Writing (162); ***and***
   b. Maintaining a minimum college/university GPA of 2.75 on a 4.00 scale or 3.0 GPA on the last thirty hours of credit completed. Failure to comply with the academic competency will results in suspension or release from the program and the School of Education.

10. For international candidates for whom English is a second language, a Test of English as a Foreign Language (TOEFL) score of at least 550 could demonstrate reading and written language proficiency. Candidates who choose to use the TOEFL must also maintain a college/university GPA of at least 2.75 on a 4.00 scale or 3.0 GPA on the last thirty hours of credit completed.

11. Three current Brescia faculty references are required and should be chosen in the following manner:

    Interdisciplinary Early Childhood: Two from the School of Education faculty, one of candidate's choice (but either Social Work or Speech Pathology are suggested).

    Elementary: Two from the School of Education faculty, one more of the candidate's choosing.

    Middle School: One from the School of Education faculty and one from each of the candidate's two areas of specialization.

Secondary: One from the School of Education faculty, at least one from the candidate's teaching major(s), and one more of the candidate's choosing (if three have not been selected in the above process).

Special Education: Two from the School of Education faculty (one must be from the Special Education faculty), and (if including Elementary certification) one of the student's choosing, or (if including Middle School certification) one from candidate's other area of specialization.

12. Candidates who are seeking secondary or middle school certification who have completed their academic content preparation, and/or who possess a baccalaureate or master's degree in that content, must take and obtain a passing score on the PRAXIS II Specialty Exam(s) in their content area before being admitted to the School of Education.

13. The candidate must have demonstrated satisfactory performance in an interview conducted by members of the School of Education faculty and obtain a minimum rating of 12 out of a possible 16.(Edu #5A – Oral Presentation)

14. The evaluation of the candidate's disposition for the education profession shall include an oral presentation, written responses to the questions on the application form, and (if necessary) a conference with the candidate's advisor. The candidate must obtain a minimum rating of 20 out of a possible 28. (Edu # 5A - Dispositions)

15. The candidate must submit an Application for Admission to the School of Education by October 1st, February 1st, or May 1st during any given academic year. The application packet may be obtained in the School of Education office.

16. In the event that a candidate does not submit his/her application by the deadline date due to extenuating circumstances, a letter of explanation to the Chair of the School of Education must accompany the application.

17. Admission to the School of Education requires that the applicant must not have been convicted of a felony involving moral turpitude that would reflect upon the applicant's good moral character. Candidates will be required to list dates and convictions, along with a release of information concerning these convictions. Admission of candidates convicted of a felony will be determined on an individual

basis by the School of Education Faculty Sub-Committee of the TEAC. Even if accepted into the program, a convicted felon may not be eligible for certification in Kentucky.

18. A convicted felon applying for certification in Kentucky must be approved by Kentucky's Education Professional Standards Board.

NOTE: When submitting the request to the EPSB for initial certification (upon program completion), the candidate will be required to respond to the following question: "Have you ever been convicted of a felony or misdemeanor (other than a moving traffic violation), been found guilty, or entered a plea of nolo contendere (no contest), even if adjudication was withheld, in Kentucky or any other state?"

Acceptance to the School of Education Program
<u>Action I</u> – Accepted

(a) The candidate <u>must</u> have at least a 2.75 GPA in all courses attempted and in professional courses attempted or 3.0 GPA on the last thirty hours of credit completed.

(b) The candidate will have received a state police department background check; met residency and course completion requirements; met minimum passing scores on the CASE (Reading – 156, Mathematics – 150, Writing – 162); obtained a minimum 12 out a possible 16 in the interview with the School of Education faculty; obtained a 12 out a possible 16 on the Dispositions measure; received positive formal recommendations from each of the faculty references, a score of 32 on the Professional Disposition forms, and a passing score (minimum 32) on Edu 4B, Professional Disposition for the four core classes.

(c) Post-graduates must have successfully completed their area content PRAXIS II tests before they can be accepted to the School of Education.

<u>Action II</u> – Deferred Status

a) The candidate <u>must</u> have at least a cumulative GPA of 2.75 or 3.0 GPA on the last thirty hours of credit completed.

b) In the event of unforeseen delays in the receipt of evidence confirming the candidate's successful attainment of the standards reflected in Level I (b), the decision will be deferred until receipt of the documentation. Under no circumstances will the decision be delayed beyond the beginning date of the semester following the one in which the application was filed.

c) In the event the documentation affirms the candidate has met all criteria in Level I (b), the candidate is granted **Action I, "Acceptance."**

d) In the event the documentation is not received or the documentation indicates failure to meet any of the criteria in Level I (b), the candidate is assigned **Action III, "Not Accepted."**

A letter explaining the nature of the Deferred Status will be sent to the candidate and the candidate's advisor. Upon receipt of the missing documentation or, if no documentation arrives, by the end of the semester, the candidate receives official notification of status. A copy is placed in the candidate's file and one is forwarded to the candidate's advisor.

Action III – Not Accepted

a) The candidate has a GPA below 2.75 overall and/or in professional courses or below 3.0 GPA on the last thirty hours of credit completed.

b) The candidate fails to meet any of the criteria outlined in **Level I (b)**.

c) The candidate receives less than a majority vote from the School of Education faculty sub-committee or from the TEAC.

When the candidate has removed all areas of deficiency, that candidate is free to resubmit an Application for Admission and complete the application process.

The TEAC sub-committee (comprised of the full-time School of Education faculty) makes the initial recommendations regarding admission to School of Education, but the final decision regarding level of acceptance rests with the TEAC. Each candidate will be informed by letter of the results of their application process. Copies of the letter will be forwarded to the candidate's advisor and placed in the candidate's file.

ADMISSION TO CLINICAL PRACTICE

- The responsibility for application to Clinical Practice lies with the candidate. In the event that a candidate does not turn in his/her application by the deadline date, a letter of explanation to the School Chair and members of the School of Education faculty Sub-Committee of the TEAC must accompany the Application, Health Certificate and TB form. In the event that the Health Certificate is not attached to the application and letter, a similar letter (addressed to members of the Teacher Education Advisory Committee) will be required for application.

Criteria for Admission to Clinical Practice

1. The candidate must have been accepted into the School of Education no later than the semester prior to application for admission to Clinical Practice.

2. The candidate must have completed a minimum of 90 semester hours of university course work by the date of the application.

3. By the application deadline, the candidate must have completed two semesters of university course work at Brescia University. (Exception: In certain cases, post-graduates seeking certification only may have less than two full semesters of remaining course work.)

4. Prior to admission to Clinical Practice, Brescia Teacher Candidates must complete 200 hours of field hours defined as participation or involvement with students or clients in educational settings (or – in pre-identified courses – in service settings).

5. By the application deadline, the candidate must have a cumulative GPA of 2.75 out of a possible 4.00 on all university work attempted, on all professional courses attempted, and in the teaching major or academic emphasis area, or 3.0 GPA on the last thirty hours of credit completed. The candidate must also maintain at least this minimum 2.750 GPA until beginning Clinical Practice. Failure to maintain the minimum GPA will result in removal of permission for Clinical Practice.

6. Each candidate must have the recommendation of the advisor(s) within his/her certification area(s). As a demonstration of adequate content knowledge and

skills, the candidate must also have the recommendation of the advisor in his/her major field or academic emphasis area.

7. Candidates seeking certification only and who have already obtained a baccalaureate or advanced degree in their academic content area and have obtained passing scores on the relevant PRAXIS II Specialty Exams shall be regarded as having demonstrated content knowledge in their fields adequate for Clinical Practice. *[TEAC May 28, 2003]*

8. Teacher Candidates must take their licensure exam or their PRAXIS II specialty exam(s) and the relevant Principles of Learning and Teaching exams prior to being admitted to Clinical Practice. *[TEAC November 9, 2005]*

9. The candidate must prepare and present a professional portfolio to external evaluators and to members of the TEAC, and receive positive evaluations on it, receiving a minimum 3 of 4 points for each of the Kentucky Teacher Standards to demonstrate competence. The portfolio will be submitted on Taskstream. *[TEAC March 6, 2013]*

10. Each candidate must have completed or be in the process of completing the curriculum course and/or methods course(s) required for certification.

11. Each candidate must have a completed Brescia University Health Form on file in the School of Education office. This form must be completed and submitted at the time of application and must include a properly completed TB test.

12. At least 75% of the course work for the teaching major must be completed, or be in progress, at the time of filing for admission to Clinical Practice. The required number of courses is determined from the candidates

13. Prior to the actual Clinical Practice semester, all work, including professional courses must be completed.

14. Each candidate must have a recent (within six months of Clinical Practice) fingerprint/background check completed by the Federal government, Kentucky

State Police, and local police department. The candidate is responsible for these costs.

Acceptance to Clinical Practice

Level I – Accepted

a) The candidate <u>must</u> have a cumulative GPA of 2.750 on a 4.0 scale (1) in overall course work; (2) in professional course work; and (3) in area(s) of certification and/or academic emphases, or 3.0 GPA on the last thirty hours of credit completed.

b) The candidate <u>must</u> have completed
   - ninety semester hours
   - two semesters at Brescia University
   - a minimum of 200 field hours with required components
   - the curriculum course (completed or in process); methods course(s) (completed or in process)
   - professional courses through Junior level
   - 75% of course work in major
   - a Brescia Health Certificate (Edu 8) on file
   - relevant licensure or PRAXIS exams

c) The candidate must have received recommendations from his/her area(s) of certification and/or academic emphases area or content major; or – as identified above – demonstrated content competence.

Level II – Deferred Status

a) The candidate <u>must</u> have at least a cumulative GPA of 2.75 or 3.0 GPA on the last thirty hours of credit completed.

b) In the event of unforeseen delays in the receipt of evidence confirming the candidate's successful attainment of the standards reflected in Level I (b), the decision will be deferred until receipt of the documentation. Under no circumstances will the decision be delayed beyond the beginning date of the semester following the one in which the application was filed.

c) In the event the documentation affirms the candidate has met all criteria in Level I (b), the candidate is granted **Action I, "Acceptance."**

d) In the event the documentation is not received or the documentation indicates failure to meet any of the criteria in Level I (b), the candidate is assigned **Action III, "Not Accepted."**

A letter explaining the nature of the Deferred Status will be sent to the candidate and the candidate's advisor. Upon receipt of the missing documentation or, if no documentation arrives, by the end of the semester, the candidate receives official notification of status. A copy is placed in the candidate's file and one is forwarded to the candidate's advisor.

Level III – Not Accepted

a) The candidate has a GPA below 2.75 in any area or lower than a 3.0 GPA on the last thirty hours of credit completed.

b) The candidate fails to meet any criteria in **Level I (b)**.

c) The candidate does not receive recommendation from the area(s) of certification and/or academic emphases area or the content major.

d) The candidate receives less than a simple majority vote from the School of Education faculty sub-committee or the TEAC.

The TEAC sub-committee (comprised of the full-time School of Education faculty) makes the initial recommendations regarding admission to Clinical Practice, but the final decision regarding level of acceptance rests with the TEAC. Each candidate will be informed by letter of the results of their application process. Copies of the letter will be forwarded to the candidate's advisor and placed in the candidate's file.

Probation/Termination from the School of Education

Candidates may be placed on probation or terminated from Brescia University's School of Education teacher preparation programs if, in the professional judgment of the education faculty, violations of professional and /or ethical codes have occurred. These may include but are not limited to:

Academic Reasons for Termination/Probation

1. Failure to maintain academic and GPA requirements as established by Brescia University and the School of Education.

2. Academic dishonesty as defined by Brescia University policy.

3. Poor performance in Field Experiences, Practicum or Clinical Practice.

The process for termination may be sudden or gradual based on the seriousness of the violation. If a candidate is placed on probation for academic reasons, the probation also applies in the School of Education and prevents any further progression in the teacher preparation program (e.g. Admission to School of Education or enrollment in Edu prefix courses or Admission to Clinical Practice). The Vice President for Academic Affairs/Academic Dean, the student/candidate, and faculty advisor(s) in the School of Education and in content area(s) as appropriate will meet to create a plan of action with a monitoring timeline that includes interaction with advisor(s). Candidates successfully completing a plan of action and who are removed from probation may seek to progress in the School of Education. Those students/candidates not completing the plan of action are terminated from the School of Education program. In either case, The Chair of the School of Education will notify the student/candidate in writing of the decision and the specific reason(s) for the action and provide information regarding avenues for appeal/grievance as stipulated in the Brescia University Student Handbook.

Non-academic reasons for Termination/Probation

Candidates may be denied Admission to the School of Education, Admission to Clinical Practice or be terminated from the School of Education for any of the following non-academic reasons which may be personal or professional:

1. Overtly expressed attitudes and values in opposition to those found in the Professional Code of Ethics for Kentucky School Certified Personnel *http://www.kyepsb.net/legal/ethics.asp* 16 KAR 1.020 or any code of ethics related to any area of certification/licensure within a teacher preparation program (SPAs)

2 Evidence of chemical dependency.

3. Mental/emotional difficulties that impair performance, interactions, and relationships with classmates, faculty, community partners/schools/agencies staff, and/or P-12 students and families.

4. Evidence of criminal activity occurring during enrollment or prior to enrollment and becoming known after enrollment.

5. Personal issues, which impair performance, interactions, relationships with classmates, faculty, community partners/schools/agencies staff, and/or P-12 students and families.

6. Personal goals inconsistent with the Mission of the School of Education and the conceptual framework.

7. Sanction(s) for behavioral or use of social media incidents.

Termination Process

Prior to termination, the candidate will be provided with verbal and written notification of impending probation and/or termination. The Chair of the School of Education will call a meeting of the School of Education faculty and content area faculty advisor if necessary to review the issue(s). A meeting with the student/candidate may be necessary to gather information, discuss the issue, and review, if the possibility exists, alternate options to termination. If a viable option exists, the student/candidate and the committee negotiate a plan of action specifying steps to be taken toward resolution. The student's/candidate's advisor(s) oversee(s) the completion of the contract. A final interview with a committee composed of faculty/advisors and selected peer representatives is conducted to determine if the contract has been successfully completed. The Chair of the School of Education will provide written notification of the committee's decision within 5 working days of the scheduled meeting. The Chair of the School of Education will also notify TEAC members in writing when circumstances for a candidate have resulted in a review and the outcome of that review. Decisions made by the committee can be appealed by the candidate filing an appeal or grievance. This grievance procedure is found in the Brescia University Student Handbook.

Grievance Procedure

Every precaution will be taken to protect the candidate's rights. If the candidate does not concur with the recommendations of the School of Education committee, an appeal may be filed through Brescia University channels of appeal consistent with the grievance procedures.

AWARDS

1. **Criteria for the Outstanding Teacher Candidate Award**

2. Annually, each of the five areas within the School of Education Program may nominate one of its candidates as recipient of this award. Nomination from each area is optional. The number of recipients per year can range from 0-5.

3. Nominations for this award are made by the faculty members in each area. The nominees will be reviewed by a panel consisting of one faculty member from each area, and the Chair of the School of Education. The panel will select the approved nominees.

4. Nominations for the award should be based upon the following criteria:

   a. A sense of responsibility, as evidenced by (1) consistency, (2) punctuality, and (3) commitment to assigned task

   b. Initiative in developing innovative materials and teaching techniques

   c. Evaluations: Cooperating Teacher and University Supervisor

   d. Active participation and interest in professional growth opportunities, e.g., in-service, Clinical Practice seminars, membership in professional organizations, an awareness of current educational research and curricular trends

   e. A sense of professionalism, as evidenced by dedication, commitment, and enthusiasm for the Clinical Practice assignment and ultimately the teaching profession

5. Candidates who have completed Clinical Practice in either the Fall, Spring, (or Summer) semester of the current academic year are eligible for the award.

6. Nominations for this award are due in the office of the Chair of the School of Education on or before March 10, or another designated date, of the current year.

2. Criteria for [The Sister George Ann Cecil Leadership Award for Excellence in the Field of Education](#)

This Leadership Award will be given annually to the outstanding student in the School of Education Program, Brescia University.

Eligibility/Criteria

1. Admittance into the School of Education Program

2. A minimum GPA of 3.0 overall

3. Evidence of involvement in (a) campus activities, (b) School of Education activities, (c) community service, and (d) professional organizations

4. An understanding of and appreciation for the value of the liberal arts in the total educative process

5. Review of student's course selection, primarily in the General Education component

6. Awareness of and responsibility for School of Education mission, requirements, and policies

7. Consideration of total person: character, values, enthusiasm, singular contribution as individual to the School of Education, the University, and the community-at-large

8. Representation – Does the student represent the "best" of Brescia University? Does the student reflect the knowledge, skills, and values associated with liberal arts undergraduate and a professional educator?

Nomination

Candidates may be nominated by individual faculty members, across areas. The individual faculty member will present nominee's qualifications to the School of Education faculty at an area meeting before March 31st of each year. Selection of the student is by the consensus of the School of Education faculty.

COMPETENCE AND ADEQUATE PROGRESS

- Adequate Progress: Candidates who receive a "D" or lower in a course with an education prefix will be required to retake the course and obtain a grade of "C" or better, if they wish to continue in the School of Education program and maintain a GPA $\geq$2.75

- Once admitted to the School of Education Program, the candidate must maintain a cumulative GPA of $\geq$2.75 on a 4.0 scale or 3.0 GPA on the last thirty hours of credit completed.

- Probation: In the event the cumulative GPA of a student admitted to the School of Education Program falls below 2.75 or 3.0 GPA on the last thirty hours of credit completed, that candidate has one probationary semester in which to bring the cumulative GPA to the required 2.75 level on a 4.0 scale or 3.0 GPA on the last thirty hours of credit completed. Each area advisor will be responsible for notifying the School of Education office of any advisee in probationary status; these candidates will receive a formal letter notifying them of their probationary status.

- If the student fails to restore his/her cumulative GPA to at least a 2.75 by the end of that probationary semester or 3.0 GPA on the last thirty hours of credit completed, the candidate will be dropped from the School of Education program and will not be permitted to enroll in upper division education courses.

- A candidate dismissed from the School of Education program for poor grades may choose to reapply for Admission to School of Education when his/her cumulative GPA is again at least a 2.75 on a 4.0 scale or a 3.0 GPA on the last thirty hours of credit completed. The candidate will be required to meet **all** criteria in effect at the time of his/her reapplication.

Sr. Sharon Sullivan COMPUTER LAB/CURRICULUM RESOURCE CENTER (CRC)

- Faculty agree to work with candidates to accommodate candidate scheduling conflicts with lab hours, but decline requests to remove software from the lab for the

following reasons: possible introduction of computer virus; cost involved in the loss or damage of software programs; concerns of potential copyright violation.

- No food/drink is allowed in the Computer Lab.

- At the end of each semester, the University Registrar will be asked to hold the grades of any student who has failed to return material checked out from the CRC.

COURSES

- Admission to the School of Education Program will be a prerequisite for all upper-division Education courses unless otherwise indicated.

CLINICAL/FIELD EXPERIENCE POLICIES

http://www.brescia.edu/documents-forms, Learn more about School of Education, *School of Education Field Handbook*

GRADING

- The following grading scale will be uniformly used in all School of Education courses

93 – 100	=	A
85 – 92	=	B
76 – 84	=	C
70 – 75	=	D
Below 69	=	F

GRADUATES OF SCHOOL OF EDUCATION

- The Sr. Sharon Sullivan Curriculum Resource Center is available to School of Education graduates.

- The EPSB conducts a New Teacher Survey of Teacher Candidates, interns, resource teachers, and Cooperating Teachers. The School of Education faculty use the results of that survey, together with all other elements of the continuous assessment process, to help make programmatic changes and improvements. Brescia University Teacher Candidates and graduates are strongly encouraged to participate in that survey.

- Brescia University School of Education will conduct a graduate survey the summer after graduation. The School of Education faculty use the results of that survey, together with all other elements of the continuous assessment process, to help make programmatic changes and improvements. Brescia University Teacher Candidates and graduates are strongly encouraged to participate in that survey.

- The permanent records of a School of Education candidate/graduate may be reviewed by him/her, with three days' notice of such a request to a School of Education faculty member, and the presence of such faculty.

GRADUATE STUDENTS SEEKING CERTIFICATION OR EXTENDING CERTIFICATION

- Post-graduate students who have not previously been admitted to the Brescia University School of Education Program must meet criteria for and make formal application for Admission to the School of Education Program.

- Post-graduate students may demonstrate essential knowledge skills by obtaining the required scores on the Graduate Record Exam (GRE: Verbal 450; Quantitative 490; and Analytical Writing 4.0)

- When conditions warrant, post-graduate students not yet admitted to the School of Education program may take upper-division Education courses with permission from their advisor <u>and</u> the course instructor. Permission will be considered and given on an individual basis.

- Post-graduate students who are seeking secondary or middle school certification, who have completed their academic content preparation, and/or who possess a baccalaureate or advanced degree in that content, must take and obtain a passing score on the relevant PRAXIS II Specialty Exams in their content area before being admitted to the School of Education Program. *[Teacher Education Advisory Committee (TEAC) May 28, 2003].*

- A post-graduate student with either a teaching certificate or statement of eligibility will, upon receipt of a confirming letter from their teacher preparation program, be regarded as having met criteria for Admission to the School of Education Program. The student must maintain a minimum of a 2.75 GPA or 3.0 GPA on the last thirty hours of credit completed to remain in the School of Education program.

- Post-graduate students who have teacher certification or a statement of eligibility, and whose additional area of certification requires further Clinical Practice, must also apply for and be accepted into Clinical Practice the semester prior to their planned Clinical Practice.

SCHOLARSHIPS

- A number of scholarships are available to students who have declared a major in any area of teacher certification, who have met criteria for admission to the School of Education, and/or who have been admitted to the Educational Studies Program.

1. Education Scholarships

❖ **Sr. Sharon Sullivan Endowed Scholarship**
  - ✓ The recipient is a senior undergraduate student majoring in education/who has been admitted to the School of Education. The recipient should apply during junior year or the year prior to Student Teaching. The application should be received by the Chair of the School of Education by March 31st. The Chair would forward these to the selection committee consisting of three alumni from the School of Education and two School of Education faculty. The decision will be made in conjunction with the Financial Aid Office. The scholarship recipient will be announced at the Honors Convocation.

  - ✓ Eligibility criteria: 1) Financial need will be a consideration, 2) the recipient must have a GPA of 3.25 3) the recipient must exhibit Community and/or School Leadership 4) the recipient must attach letters of reference – one personal and one from Brescia faculty 5) The recipient would write an essay of 250 – 500 words with prompts based on the scholarship review committee's selection from the following:

    > "Those who instruct others unto justice shall shine as stars for all eternity." Daniel 12:3. What does this quote mean to you?

❖ **Kentucky Higher Education Assistance Authority (KHEAA) Teacher Scholarship**

  - ✓ The Teacher Scholarship Program is administered by the KHEAA and provides financial assistance in the form of a conversion scholarship/loan to highly qualified, financially needy Kentucky candidates who are pursuing initial teacher certification at participating institutions.

  - ✓ Eligibility criteria: 1) U.S. Citizen and Kentucky resident; 2) seeking initial teacher certification; 3) be enrolled or accepted for enrollment as a full-time student; 4) not be pursuing a degree in theology, divinity, or religious education; and 5) demonstrate financial need.

❖ **Recruitment Grant of the Delta Kappa Gamma Society International**

  ✓ The Recruitment Grant of the Delta Kappa Gamma Society International is awarded to those who are pursuing a career in the teaching profession and need funds to complete their professional education. Any candidate enrolled in the Brescia University School of Education Program is eligible.

❖ **Marvin Dodson-Carl Perkins Scholarship**

  ✓ The Marvin Dodson-Carl Perkins Scholarship, sponsored by the Kentucky Education Association (KEA), is awarded to senior teacher education majors who are members of the KEA Student Program.

  ✓ Applicants for this scholarship must a) be at least a college or university senior the year of the award *[student may apply during their junior year]*; b) be a member of the KEA Student Program; c) be enrolled in an approved program leading to Kentucky teacher certification; d) live in Kentucky; and e) plan to teach in Kentucky. Preference will be given to candidates who have an outstanding academic record, show evidence of financial need, and who have family members who are members of KEA.

2. Elementary Education Scholarships

❖ **The Bernard and Suzetta Mulligan Ebelhar Scholarship**

  ✓ Used to award scholarships to candidates who are domiciled in Daviess County, Kentucky, who are pursuing a Teaching Certificate in Elementary Education and who have a financial need for assistance to complete their education.

3. Special Education Scholarships
NOTE: The following Special Education Scholarships are memorial funds established by donors specifically for Special Education majors and are administered by the University. The total award for each is usually between $500 and $750.

❖ **August C. Muckler Memorial Scholarship (up to three scholarships)**

❖ **Owensboro Civitan Jack Keeney Memorial Scholarship (up to two scholarships)**

   ✓ The above Special Education scholarships are available for candidates with a declared major in Special Education (either LBD or, perhaps, IECE), who have been admitted to the School of Education Program, who have completed their sophomore year, and who have a cumulative GPA of at least 3.0 on a 4.0 scale.

   ✓ In addition to these qualifications, potential candidates for these scholarships must submit a one to two page essay to the Area Coordinator of Special Education by March 31st of the year prior to the one in which the candidate hopes to receive the scholarship. This essay should describe the candidate's purpose in pursuing certification in Special Education and a statement of the candidate's potential for effecting positive change in the profession of Special Education.

❖ **Pilot Club Scholarship** *[when available]*

   ✓ Applicants for the Pilot Club Scholarship must meet the requirements for the Special Education scholarships described above, be nominated by the Area Coordinator of Special Education, and submit an additional introductory essay to the local Pilot Club representative. Contact your advisor for more information.

❖ **Lynnette S. Uhl Memorial Scholarship**

   ✓ The Lynnette S. Uhl Scholarship is sponsored by the Division of Exceptional Children Services of the KDE for Junior, Senior, or Graduate Special Education majors. One scholarship is awarded throughout the State. The application process, which occurs during the Fall semester, includes securing references and preparing an essay. Contact your advisor for more information.

CANDIDATE RECORDS

- The following Education forms will be filed in the candidate's permanent Division record:

  #2   –   Application for Admission to the School of Education

  #4A   - Faculty Recommendation

  #4B   - Professional Disposition

  #7   –   Application for Admission to Clinical Practice

  #8   –   Physician's Health Certificate

  #10   –   Teacher Candidate Placement & Cooperating Teacher Information

  #12   –   Teacher Candidate Formative Evaluation

  #13   –   Teacher Candidate Formative Evaluation by University Supervisor

  #14   –   Summative Evaluation of Teacher Candidate by Cooperating Teacher – Form A

  #15   –   Summative Evaluation of Teacher Candidate by Cooperating Teacher – Form B

  CASE scores

  PRAXIS II and/or GRE scores

  Clinical Practice Assignment Placement Letter to School Principal

CLINICAL PRACTICE

- Teacher Candidates may not be monetarily reimbursed for their Clinical Practice experience. At the time of their Clinical Practice, Teacher Candidates may not be employed as a certified employee with responsibility for the class in which they are completing their Clinical Practice; Teacher Candidates may not be retained as a "substitute without pay" by the school at which they are completing their Clinical Practice.

Absences

- In the event of days missed due to *inclement weather*, the individual University Supervisor, in consultation with the School of Education faculty, will decide whether these days are to be made up. Each case will be taken individually, according to the learning needs of the Teacher Candidate. Five consecutive school days missed is the maximum extent of waiver to be granted, and is recommended to be applied only in cases where another Clinical Practice experience had previously been scheduled to begin immediately after the current one.

- For absences due to *other causes*, absences totaling in excess of three (3) days must be made up.

Cooperating Teacher Payment Policy

- The School of Education provides an honorarium to area educators who agree to have Brescia University Teacher Candidates in their classrooms; this honorarium is $10.00 per week for the length of the placement.

- The teachers will also receive a voucher for 3 credit hours for their personal use at Brescia for supervision. Credit hours may only be used by the Cooperating Teacher, are non-refundable, and must be used within two years of the dated remission form.

- If a Brescia University candidate has two or more Cooperating Teachers during one placement, the weekly $10.00 stipend will be divided proportionally among the teachers.

Unusually Distant Placements

- From time to time, Teacher Candidates may request a placement closer to their home, especially when such a placement would be financially beneficial to the candidate and possibly facilitate future employment near the Teacher Candidate's home. When such a placement is more than a 40-mile round trip from Brescia University, it becomes an "unusually distant placement."

- The decision about whether or not to permit such an unusually distant placement is a joint decision between the probable University Supervisor and the Chair of the School of Education. Factors impacting the decision usually depend upon the University Supervisor's teaching and Clinical Practice supervision loads and the time and distance involved in travel for three to six supervisory visits. When possible, the School of Education makes every effort to honor these requests.

- The School of Education can support travel for University Supervisors up to 40 miles per round trip visit. Teacher Candidates who have requested a placement outside the Owensboro area that is unusually distant maybe asked to pay mileage costs above the 40 miles per round trip.

TRANSFER CANDIDATES

- A transfer candidate who has not yet been admitted to the School of Education Program may take upper division education courses, with permission from the course instructor and his/her advisor. Permission will be considered and given on an individual basis.

- Transfer candidates must complete one academic semester at Brescia University before applying for Admission to the School of Education Program.

- Transfer candidates who were admitted to the Teacher Preparation Program at their former institution must provide documentation of their acceptance status and evidence of comparable criteria for acceptance.

- Teacher Candidates who transfer to Brescia's program should arrange for records of their earlier field experiences and the nature of those placements to be sent to Brescia's School of Education office.

- Transfer candidates who have completed an Introduction to Education course with "C" or better are required to take Edu 108, Orientation to School of Education.

SCHOOL OF EDUCATION PROGRAM FORMS

ADMISSION TO SCHOOL OF EDUCATION FORMS

EDU#1: Admission to the School of Education Program

- All candidates admitted to the Brescia University School of Education program must meet and/or successfully complete standards set by the School of Education faculty and submitted to Kentucky's Education Professional Standards Board (EPSB).
- The responsibility for application for admission to the School of Education Program lies with the candidate.
- Photographs of applicants to the School of Education Program will be taken at the time of candidate interviews, and will be placed in the candidates' permanent School of Education records.

Criteria for Admission to the School of Education Program

1. The candidate must possess the moral, personal/social, and ethical characteristics commensurate with standards of Brescia University and of the Professional Code of Ethics for Kentucky School Certified Personnel.

2. The candidate must submit a background check from the Kentucky State Police or their local law enforcement agency if they live in another state. The candidate is responsible for any costs incurred.

3. The candidate must have completed a minimum of 45 semester hours of university course work.

4. The candidate must have completed at least one academic semester of university course work at Brescia University.

5. The candidate must have a cumulative GPA of 2.75 out of a possible 4.00 on all _university course work_ attempted.

6. The candidate must have a cumulative GPA of 2.75 out of a possible 4.00 or 3.0 GPA on the last thirty hours of credit completed on all _professional course work_ attempted.

7. The candidate must have successfully completed [a grade of "C" or better and a combined GPA of 2.75 or higher] two of the following courses: Edu 204 – Introduction to Education (transfer candidates: Edu 108), Edu 255 – Teaching Diverse Populations of Children and Youth, or Psy 300 – Developmental Psychology. One of the required course – Edu 108/Edu 204, Edu 255, or Psy 300 – must be taken at Brescia University.

8. The candidate must have received a total score of 20 or more on EDU #4B, Professional Disposition Evaluation for the following courses taken at Brescia: Edu 204 – Introduction to Education, Edu 246 – Technology Application and Integration in Education, Edu 255 – Teaching Diverse Populations of Children and Youth, or Psy 300 – Developmental Psychology.

9. The candidate must demonstrate academic competence in the following way:

a. Earning scores on the Core Academic Skills for Educator (CASE) that meet or exceed Kentucky's minimum criteria: Reading (156), Mathematics (150), and Writing (162); *and*

b. Maintaining a minimum college/university GPA of 2.75 on a 4.00 scale or 3.0 GPA on the last thirty hours of credit completed.

10. For international candidates for whom English is a second language, a Test of English as a Foreign Language (TOEFL) is also required with at least a score of 550 to demonstrate reading and written language proficiency.

11. Three faculty references from current Brescia faculty are required. Requirements for choosing faculty are based on a candidate's major:

    Interdisciplinary Early Childhood: Two from the School of Education faculty, one of candidate's choice (but either Social Work or Speech Pathology are suggested)

    Elementary: Two from the School of Education faculty, one more of the candidate's choosing

    Middle School: One from the School of Education faculty and one from each of the candidate's two areas of specialization

    Secondary: One from the School of Education faculty, at least one from the candidate's teaching major(s), and one more of the candidate's choosing (if three have not been selected in the above process)

    Special Education: Two from the School of Education faculty (one must be from the Special Education faculty), and (if including Elementary certification) one of the candidate's choosing, or (if including Middle School certification) one from candidate's other area of specialization

12. Candidates who are seeking secondary or middle school certification who have completed their academic content preparation, and/or who possess a baccalaureate or master's degree in that content, must take and obtain a passing score on the PRAXIS II Specialty Exam(s) in their content area before being admitted to the School of Education.

13. The candidate must have demonstrated satisfactory performance in an interview conducted by members of the School of Education faculty and obtain a 3.0 or above on a scale of 5.0 on Edu #5A – Oral Presentation.

14. The evaluation of the candidate's disposition for the education profession shall include an oral presentation, written responses to the questions on the application form, and (if necessary) a conference with the candidate's advisor. The candidate must obtain a minimum rating of 20 out of a possible 28 on Edu # 5a – Dispositions.

15. The candidate must submit an Application for Admission to School of Education by October 1st, February 1st, or May 1st during any given academic year. The application packet may be obtained or on the School of Education website.

16. In the event that a candidate does not submit his/her application by the deadline date because of extenuating circumstances, a letter of explanation to the Chair of the School of Education must accompany the application.

17. Admission to the School of Education requires that the applicant must not have been convicted of a felony involving moral turpitude which would reflect upon the applicant's good moral character. Candidates will be required to list dates and convictions, along with a release of information concerning these convictions. Admission of candidates convicted of a felony will be determined on an individual basis by the School of Education Faculty Sub-Committee of the TEAC. Even if accepted into the program, a convicted felon may not be eligible for certification in Kentucky.

18. A convicted felon applying for teacher certification in Kentucky must be approved by Kentucky's Education Professional Standards Board (EPSB).

     NOTE: When submitting the request to the EPSB for initial certification (upon program completion), the candidate will be required to respond to the following question: "Have you ever been convicted of a felony or misdemeanor (other than a moving traffic violation), been found guilty, or entered a plea of nolo contendere (no contest), even if adjudication was withheld, in Kentucky or any other state?"

EDU#2: Application for Admission to the School of Education

Name _____ Date _____
       Last   First   Middle   (Maiden/Other)

Address (Home) _____
            Street   City   State   Zip

Address (Local) _____
            Street   City   State   Zip

Telephone (Local) _____ Telephone (Home) _____ Social Security # _____

Brescia University Email: _____

Gender: (please circle)   Female   Male   Date of Birth _____ Ethnicity _____

CASE: Reading _____ Math_____ Writing_____
     Date(s) of Exam(s):_____   _____   _____

Classification:
_____Sophomore   _____Junior   _____Senior
_____Post Graduate [Must have passed Praxis II Content Exam(s) – Please specify below:]
                  Test taken_____ Score_____ Date_____
                  Test taken_____ Score_____ Date_____

Educator Preparation Programs: *(check all that apply)*
_____Interdisciplinary Early Childhood Education (Birth – age 5)
_____Elementary (P–5)
_____Elementary (P–5) ***and*** Learning & Behavior Disorders (P–12)
_____Middle Grades (5–9):
     Circle 2 Areas of Specialization:
       English Social Studies Mathematics Science Learning & Behavior Disorders (P–12)
_____Secondary – Major: _____
_____Art (P–12)   _____Spanish (P-–2)

Endorsements: _____English as a Second Language _____Learning & Behavior Disorders (8–12)

Using the scale below, evaluate yourself on the following:
5 – Very Good   4 – Above Average   3 – Average 2 – Below Average   1 – Low

       _____English Composition (ability to express yourself clearly and correctly in writing)
       _____Oral Communication
       _____Competence in area of certification
       _____Professional attitude

*Take some time to reflect on these three questions. The nature and quality of your responses will be considered, together with your oral presentation, as evidence of your teacher dispositions and competence with the English language. **Please type each question with your response and attach them to the application.***

1)   Why have you chosen the teaching profession?

2)   Describe your experience with school-age children (could range from pre-school through high   school).

3)   What qualities do you think an effective teacher possesses?

NOTE: Three current Brescia faculty references are required and should be chosen in the following manner:

Interdisciplinary Early Childhood: Two from the School of Education faculty, one of candidate's choice (but either Social Work or Speech Pathology are suggested)

Elementary: Two from the School of Education faculty, one more of the candidate's choosing

Middle School: One from the School of Education faculty and one from each of the candidate's two areas of specialization

Secondary: One from the School of Education faculty, at least one from the candidate's teaching major(s), and one more of the candidate's choosing (if three have not been selected in the above process)

Special Education: Two from the School of Education faculty (one must be from the Special Education faculty), and (if including Elementary certification) one of the candidate's choosing, or (if including Middle School certification) one from candidate's other area of specialization.

✂ ✂ ✂ Please obtain consent of the faculty member prior to listing him/her as a reference ✂ ✂ ✂

_____Department_____
_____Department_____
_____Department_____

Please check the following two statements:

_____I have read and promise to adhere to the Professional Code of Ethics for Kentucky School Certified Personnel.

_____I declare that I possess good moral character and that I have never been convicted of a felony or crime involving moral turpitude, or misdemeanor (other than a moving traffic violation), been found guilty, or entered a plea of *nolo contendere* (no contest), even if adjudication was withheld, in Kentucky or any other state and that all of the information given by me on this form is true and correct. *(Kentucky Revised Statute 161.120 provides that a certification may be revoked upon determination that false information was presented toward obtaining the certification.)*

Signature: _____   Date: _____

DO NOT WRITE BELOW THIS LINE
===

GPA _____   **Faculty Evaluation:**   _____ **Satisfactory**   ____**Unsatisfactory**

_____Application Accepted   **Reason for "Unsatisfactory" or other comments: _____**
_____Application Deferred   _____
_____Application Denied   _____

Additional Comments:
_____
_____
_____

Date: _____   **School of Education Chair:** _____

EDU#33: Professional Code of Ethics for Kentucky School Certified Personnel

[as developed by the Education Professional Standards Board]
16 KAR 1:020

In 1990, the General Assembly of the Commonwealth of Kentucky enacted landmark legislation for education reform throughout the state. As the Kentucky Education Reform Act is implemented across the state, the Education Professional Standards Board calls Kentucky's educators to reaffirm their commitment to the highest ethical standards. In recognizing the magnitude of our responsibility to learners to society, we offer this Code of Ethics which reflects and promotes the aspirations of our profession.

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board.

Section 1. Certified Personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To Students

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To Parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the Education Profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2.

Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 16 KAR 1:030. (21 Ky. R. 2344; eff. 5-4-95; recodified from 704 KAR 20:680, 7-2-2002)

EDU#3: Acceptance to the School of Education Program

Action I – Accepted

(a) The candidate <u>must</u> have at least a 2.75 GPA in all courses attempted and in professional courses attempted or 3.0 GPA on the last thirty hours of credit completed.

(b) The candidate will have received state police department background check with no felonies; met residency and course completion requirements; met minimum passing scores on the CASE (Reading – 156, Mathematics – 150, Writing – 156); scored a minimum of 3.0 in the interview with the School of Education faculty; obtained a rating of at least 20 on the Dispositions measure; received positive formal recommendations from each of the faculty references, a score of at least 20 on the Professional Disposition forms, and a passing score (minimum 20) on Edu 4B, Professional Disposition for the four core classes.

(c) Post-graduates must have successfully completed their area content PRAXIS II tests before they can be accepted to the School of Education.

Action II – Deferred Status

(a) The candidate <u>must</u> have at least a cumulative GPA of 2.75 or 3.0 GPA on the last thirty hours of credit completed.

(b) In the event of unforeseen delays in the receipt of evidence confirming candidate's successful attainment of the standards reflected in Level I (b), the decision will be deferred until receipt of the documentation. Under no circumstances will the decision be delayed beyond the beginning date of the semester following the one in which the application was filed.

(c) In the event the documentation affirms the candidate has met all criteria in Level I (b), the candidate is granted **Action I, "Acceptance."**

(d) In the event the documentation is not received or the documentation indicates failure to meet any of the criteria in Level I (b), the candidate is assigned **Action III, "Not Accepted."**

A letter explaining the nature of the Deferred Status will be sent to the candidate and the candidate's advisor. Upon receipt of the missing documentation or, if no documentation arrives, by the end of the semester, the candidate receives official notification of status. A copy is placed in the candidate's file and one is forwarded to the candidate's advisor.

Action III – Not Accepted

    (a) The candidate has a GPA below 2.75 overall and/or in professional courses or below 3.0 GPA on the last thirty hours of credit completed.

    (b) The candidate fails to meet any of the criteria outlined in **Level I (b)**.

    (c) The candidate receives less than a majority vote from the School of Education faculty sub-committee or from the TEAC.

When the candidate has removed all areas of deficiency, that candidate is free to resubmit an Application for Admission and complete the application process.

The TEAC sub-committee (comprised of the full-time School of Education faculty) makes the initial recommendations regarding admission to School of Education, but the final decision regarding level of acceptance rests with the TEAC. Each candidate will be informed by letter of the results of their application process. Copies of the letter will be forwarded to the candidate's advisor and placed in the candidate's file.

EDU#4A: Faculty Recommendation

_____has expressed an interest in the field of education and has requested admittance into the School of Education. As you know, while teaching requires knowledge of content, it also demands dispositions and commitments of the prospective teacher that will be tested throughout his/her career. Before we encourage a student to seek candidate status and continue their preparation for becoming a professional educator, we seek input from Brescia University faculty who have had an opportunity to observe the student and can attest to their knowledge, skills and dispositions. Please rate this candidate on the following traits:

Candidate can ….	1 Ineffective	2 Developing	3 Accomplished	4 Exemplary	Comments
Understand content material KTS 1.1 IECE 7.7 P	Minimal content knowledge with no/inappropriate application	Limited content knowledge with minimal application	Adequate content knowledge with limited application	Extensive content knowledge with appropriate application	
Demonstrate leadership qualities KTS 10 IECE 10 P, S	Minimal leadership qualities with little /no demonstration	Limited leadership qualities with appropriate demonstration	Adequate leadership qualities with appropriate demonstration	Extensive leadership qualities with appropriate demonstration	
Utilize feedback to improve performance &/or enhance professional growth KTS 7.3, 9.1 IECE 5.1, 5.2, 7.1, 7.3 E, L	Minimal/no use of feedback which diminishes growth	Limited use of feedback which limits growth	Adequate use of feedback which sustains growth	Extensive use of feedback which enhances growth	
Value and support diversity KTS 3.3, 3.4 IECE 5 A, S	Minimal/no value and support of diversity which diminishes mutual respect	Limited value and support of diversity which limits mutual respect	Adequate value and support of diversity which sustains mutual respect	Extensive value and support of diversity which enhances mutual respect	
Demonstrate collaboration, consultation and collegiality KTS 8.2 IECE 6.1, 6.4, 6.7	Minimal/non-effective team member with inappropriate interpersonal skills	Limited effective team member with limited interpersonal skills	Adequate effective team member with appropriate interpersonal skills	Extensive effective team member with appropriate interpersonal skills	

P, E					
Demonstrate competence in oral communication KTS 1.1,3.1, 5.5 IECE 7. 4.6 P	Oral communication skills exhibiting minimal/no clarity and correct usage	Oral communication skills exhibiting limited clarity and correct usage	Oral communication skills exhibiting adequate clarity and correct usage	Oral communication skills exhibiting extensive clarity and correct usage	
Demonstrate competence in written communication KTS 1.1, IECE 4.6 P	Written communication skills exhibiting minimal/no clarity and correct usage	Written communication skills exhibiting limited clarity and correct usage	Written communication skills exhibiting adequate clarity and correct usage	Written communication skills exhibiting extensive clarity and correct usage	
Demonstrate ethical behaviors through: competence in assignments, submission of original work, consistent attendance, honesty, best effort, understands confidentiality, law abiding P, E	Minimal/no academic and personal integrity	Limited academic and personal integrity	Adequate academic and personal integrity	Extensive academic and personal integrity	
Demonstrate competence in use of technology KTS 6.1, 6.5 IECE 6.1, 6.6, 9.2, 9.3, 9.4, 9.11, 9.12 P, E	Minimal technology skills with no/inappropriate application	Limited technology skills with minimal application	Adequate technology skills with limited application	Extensive technology skills with appropriate application	
Demonstrate flexible and adaptive behaviors. P, E	Flexible and adaptive behaviors which achieve minimal/no personal & academic balance	Flexible and adaptive behaviors which achieve limited personal & academic balance	Flexible and adaptive behaviors which achieve adequate personal & academic balance	Flexible and adaptive behaviors which achieve extensive personal & academic balance	

GENERAL COMMENTS:

_____ I recommend that this candidate continue preparing to become a teacher.

_____ I recommend this candidate with reservations (please explain)

_____I do NOT recommend that this candidate continue preparing to become a teacher (please explain):

How long have you known this candidate? _____

_____

Date   Instructor's Signature   Revised Fall 2014

EDU#4B: Professional Disposition Evaluation

_____Edu 204 Intro to Education
_____Edu 246 Technology Application and Integration in Education
_____Edu 255 Teaching Diverse Populations of Children and Youth
_____Psy 300 Developmental Psychology
(Please check appropriate course/title)

_____has expressed an interest in the field of education. As you know, while teaching requires knowledge of content, it also demands dispositions and commitments of the prospective teacher that will be tested throughout his/her career. Before we encourage a student to seek candidate status and continue their preparation for becoming a professional educator, we seek input from Brescia University faculty who have had an opportunity to observe the student and can attest to their knowledge, skills and dispositions. Please rate this candidate on the following traits:

Candidate can ….	**1** Ineffective	**2** Developing	**3** Accomplished	**4** Exemplary	**Comments**
Understand content material KTS 1.1 IECE 7.7 P	Minimal content knowledge with no/inappropriate application	Limited content knowledge with minimal application	Adequate content knowledge with limited application	Extensive content knowledge with appropriate application	
Demonstrate leadership qualities KTS 10 IECE 10 P, S	Minimal leadership qualities with little /no demonstration	Limited leadership qualities with appropriate demonstration	Adequate leadership qualities with appropriate demonstration	Extensive leadership qualities with appropriate demonstration	
Utilize feedback to improve performance &/or enhance professional growth KTS 7.3, 9.1 IECE 5.1, 5.2, 7.1, 7.3 E, L	Minimal/no use of feedback which diminishes growth	Limited use of feedback which limits growth	Adequate use of feedback which sustains growth	Extensive use of feedback which enhances growth	
Value and support diversity KTS 3.3, 3.4 IECE 5 A, S	Minimal/no value and support of diversity which diminishes mutual respect	Limited value and support of diversity which limits mutual respect	Adequate value and support of diversity which sustains mutual respect	Extensive value and support of diversity which enhances mutual respect	
Demonstrate collaboration, consultation and collegiality KTS 8.2 IECE 6.1, 6.4, 6.7 P, E	Minimal/non-effective team member with inappropriate interpersonal skills	Limited effective team member with limited interpersonal skills	Adequate effective team member with appropriate interpersonal skills	Extensive effective team member with appropriate interpersonal skills	

Demonstrate competence in oral communication KTS 1.1,3.1, 5.5 IECE 7. 4.6 P	Oral communication skills exhibiting minimal/no clarity and correct usage	Oral communication skills exhibiting limited clarity and correct usage	Oral communication skills exhibiting adequate clarity and correct usage	Oral communication skills exhibiting extensive clarity and correct usage	
Demonstrate competence in written communication KTS 1.1, IECE 4.6 P	Written communication skills exhibiting minimal/no clarity and correct usage	Written communication skills exhibiting limited clarity and correct usage	Written communication skills exhibiting adequate clarity and correct usage	Written communication skills exhibiting extensive clarity and correct usage	
Demonstrate ethical behaviors through: competence in assignments, submission of original work, consistent attendance, honesty, best effort, understands confidentiality, law abiding P, E	Minimal/no academic and personal integrity	Limited academic and personal integrity	Adequate academic and personal integrity	Extensive academic and personal integrity	
Demonstrate competence in use of technology KTS 6.1, 6.5 IECE 6.1, 6.6, 9.2, 9.3, 9.4, 9.11, 9.12 P, E	Minimal technology skills with no/inappropriate application	Limited technology skills with minimal application	Adequate technology skills with limited application	Extensive technology skills with appropriate application	
Demonstrate flexible and adaptive behaviors. P, E	Flexible and adaptive behaviors which achieve minimal/no personal & academic balance	Flexible and adaptive behaviors which achieve limited personal & academic balance	Flexible and adaptive behaviors which achieve adequate personal & academic balance	Flexible and adaptive behaviors which achieve extensive personal & academic balance	

GENERAL COMMENTS:

How long have you known this candidate? _____

Date: _____   Instructor's Signature: _____

Revised Spring 2015

EDU#5A: Interview/Presentation Rating Form

BRESCIA UNIVERSITY
SCHOOL OF EDUCATION
INTERVIEW PRESENTATION RATING FORM

ORAL PRESENTATION

(Rating: 1=Beginning; 2=Developing; 3=Accomplished; 4=Exemplary)

1. Grammatical Form	1	2	3	4
2. Pitch and Diction	1	2	3	4
3. Verbal Clarity	1	2	3	4
4. Appropriate Mannerisms	1	2	3	4

DISPOSITIONS

ETHICS:

Not Demonstrated *(may include)*		**Demonstrated** *(may include)*	
Unprepared, low effort, little awareness of responsibilities or ethical expectations, possible violations of confidentiality, unprofessional		Honest, open, understands, confidentiality, punctual, best efforts, prepared, dependable, accepts responsibility, honors commitments, ethical awareness, professional	
1	2	3	4

ADVOCACY:

Not Demonstrated *(may include)*		**Demonstrated** *(may include)*	
Demands evidence of ability before believing in potential, stand-offish, inflexible, uninvolved, deliverer of information only, unaware of own role as advocate		Positive, caring, enthusiastic, awareness of others' needs, interactive, going the extra mile, differentiating approaches to instruction, mentoring, involving family & community, perceives own role as advocate	
1	2	3	4

SERVICE:

Not Demonstrated *(may include)*		**Demonstrated** *(may include)*	
Purposes focus only on academic goals, perceives service to be separate from education, sees service as "contractual obligation only"		Service to others, long-term impacts, realistic, belief in ability of students to help one another, breadth of involvement, actively seeks opportunities to serve, recognizes teaching as such an opportunity	
1	2	3	4

LIFELONG LEARNING:

Not Demonstrated *(may include)*		**Demonstrated** *(may include)*	
Focus on current setting and immediate goals only, learning appears to be isolated, goals in classes appear to be to "get through", limited interests, unable to make interdisciplinary connections		Views events in broad perspective, recognizes larger implications & contexts, broad vision/new ideas, diversity, "shoots for the stars", eagerness, creativity, sees all learning as interconnected	
1	2	3	4

Candidate:_____Interviewer:_____

Date: _____   Oral Presentation: _____/16   Dispositions:_____/16

Revised Spring 2015

FIELD FORMS

EDU#16A: FIELD SUPERVISOR'S EVALUATION

Candidate _____Date of Evaluation _____

Site _____Field/Site Supervisor_____

Grade/Age_____Activity_____Type of Class_____

University Supervisor_____ Education class name & number _____

Please rate your candidate on the following rating scale.
(Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary)
When appropriate, you may also indicate "No Opportunity to Observe"

	Behaviors	Rating	Comments (if any)	No Opportunity to Observe
DISPOSITIONS				
Ethics	1. Uses confidentiality with student information gathered and used during the experience and does not use said information to influence decision regarding student needs			
	2. Articulates and shows respect for all students so they are not embarrassed or feel disparagement			
	3. Applies behaviors that are representative of the profession and treats all supervisors, administrators and parents with dignity			
	4. Assesses and adapts professional and personal behaviors that are inconsistent to the profession.			
Advocacy	5. Applies appropriate academic and social justice to develop advocacy strategies for all students.			
	6. Makes use of suggested advocacy strategies and models appropriate behavior.			
	7. Establishes collaborative relationships with parent and school personnel to ensure rights of children and parents are not violated			
	8. Shows and uses appropriate dispositions that facilitate the design of services in the child's best interest.			
Service	9. Demonstrates initiative and is willing to learn and participate.			
	10. Adapts level of engagement based on suggestions from supervisor(s).			
	11. Uses current knowledge and takes initiative, suggests or assists in			

	activities beyond the scope of the current experience.			
Lifelong Learning	12. Discusses and plans with appropriate personnel the value of life-long learning.			
	13. Participates in campus, P-12 professional development or professional organization workshop that is related to their field.			
	14. Connects learning to "real life" and demonstrates relevance			
	15. Communicates eagerness & curiosity about professional practice			
Professional Skills	16. Presents and shows professional behaviors expected in the profession (dress, speaking, collegiality).			
	17. Demonstrates an understanding, communicates and models the Kentucky Core Academic Skills and their respective content			
	18. Examines, selects, reflects and designs appropriate lesson in concert with the field supervisor			
	19. Identifies and makes use of diverse strategies to improve student learning outcomes			
	20. Identifies, models and can discuss appropriate classroom or behavior management strategies that maintain the respect for all students.			
OVERALL RATING				

How would you like to have this person teaching next door to you next year (realizing, of course, that this candidate has <u>not</u> yet experienced Clinical Practice)?

Further comments:

Signature – Field Supervisor	Date

Complete & mail in the enclosed envelope **OR** return to your Brescia student. **– OR –** Complete & save as word document; attach to email to your Brescia contact (firstname.lastname@brescia.edu) **– OR –** Print, sign, and mail the evaluation to: *[your Brescia contact]*, School of Education, Brescia University, 717 Frederica Street, Owensboro, KY 42301. Thanks *so* much for working with a Brescia candidate.

Revised Spring 2015

Field Experience Accountability Form #20

First Name _____ M I _____ Last Name _____ Course _____

Component Categories:

A. Engagement with Diverse Populations

B. Observations in Schools and Related Agencies including:

      Family Resource Centers or Youth Services Centers

C. Student tutoring

D. Interaction with families of students

E. Attendance at school board and school-based council meetings

F. Participation in a school-based professional learning community

G. Opportunities to assist teachers or other school professionals

H. Other

      note time to the half hour

Student Diversity: (List all that apply)

I. Caucasian   P. ESL

J. African American   Q. Free/Reduced

K. Hispanic   R. Disabilities

L. Burmese

M. Asian

N. Other _____

O. Gifted/Talented

Date	Time In	Time Out	Today's Hours	Infinite Campus #	Print Teacher's Name Teacher's Initials	School/Agency	List Field Experience Be Specific	List the Component Category & Student Diversity
								Comp.: _____ Diversity: _____ _____
								Comp.: _____ Diversity: _____ _____
								Comp.: _____ Diversity: _____ _____
								Comp.: _____ Diversity: _____ _____
								Comp.: _____ Diversity: _____ _____

_____ _____   _____ _____

Instructor's signature   Date   Student Signature   Date

EDU#27A: Professional Growth Plan (PGP)

One of Kentucky's Teacher Standards focuses on "Professional Development," especially as it relates to self-awareness of professional strengths and areas for growth. Mastery of this standard focuses on this self-awareness and the ability to develop "action plans" to address identified areas of growth. School of Education candidates have indicated a need for additional work with this standard (especially as they have worked to prepare their portfolios for the TEAC presentation). Therefore, the School of Education advisors incorporated a Professional Growth Plan as part of the ongoing advising for Teacher Candidates. Please prepare your PGP before meeting your advisor. Thank you.

Name _____ Beginning Date _____

Major _____

My Strengths *related to the Teacher Standards* as revealed in the PGP self-assessment *[choose no more than four]* (see http://www.kyepsb.net/teacherprep/standards.asp):

My Areas for Professional Growth *related to the Teacher Standards* as revealed in the PGP self-assessment *[choose no more than four]* (see same KY EPSB web site):

ACTION PLAN FOR PROFESSIONAL GROWTH

Area for Growth: Standard # _____   Date _____

I will take the following actions to address this Area for Growth:
I will provide the following evidence of the impact of my actions in my portfolio, coursework, field or Clinical Practice:

ACTION PLAN FOR PROFESSIONAL GROWTH

Area for Growth: Standard # _____   Date _____
I will take the following actions to address this Area for Growth:
I will provide the following evidence of the impact of my actions in my portfolio, coursework, field or Clinical Practice:

EDU #32A: PGP P–12 Self-Assessment – 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; 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 I: The Teacher Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Performance Criteria: The extent to which you:

First	Second	Third	Fourth	
_____	_____	_____	_____	Ia. Communicate concepts, processes and knowledge.
_____	_____	_____	_____	Ib. Connect content to life experiences of students.
_____	_____	_____	_____	Ic. Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
_____	_____	_____	_____	Id. Guide students to understand content from various perspectives.

STANDARD II: The Teacher Designs/Plans Instruction: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you're planning demonstrates that you:

First	Second	Third	Fourth	
_____	_____	_____	_____	IIa. Develop significant objectives aligned with standards.
_____	_____	_____	_____	IIb Use contextual data to design instruction relevant to students.
_____	_____	_____	_____	IIc. Plan assessments to guide instruction and measure learning objectives.
_____	_____	_____	_____	IId. Plan instructional strategies and activities that address learning objectives for all students.
_____	_____	_____	_____	IIe. Plan instructional strategies and activities that facilitate multiple levels of learning.

STANDARD III: The Teacher Creates/Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

First	Second	Third	Fourth	
_____	_____	_____	_____	IIIa. Communicate high expectations.
_____	_____	_____	_____	IIIb. Establish a positive learning environment.
_____	_____	_____	_____	IIIc. Value and support student diversity and addresses individual needs.
_____	_____	_____	_____	IIId. Foster mutual respect between teacher and students and among students.
_____	_____	_____	_____	IIIe. Provide a safe environment for learning.

STANDARD IV: The Teacher Implements/Manages Instruction: The teacher introduces/ implements/ manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

First	Second	Third	Fourth	
_____	_____	_____	_____	IVa. Use a variety of instructional strategies that engage students in active learning aligned with learning objectives.
_____	_____	_____	_____	IVb. Implement planned instruction based on diverse student needs and assessment data.
_____	_____	_____	_____	IVc. Use time effectively.
_____	_____	_____	_____	IVd. Use space and materials effectively.
_____	_____	_____	_____	IVe. Implement and manages instruction in ways that facilitate higher order thinking.

STANDARD V: The Teacher Assesses and Communicates Learning Results: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

First	Second	Third	Fourth	
_____	_____	_____	_____	Va. Use assessments that are aligned with learning objectives.
_____	_____	_____	_____	Vb. Use a variety of assessments to measure student learning.
_____	_____	_____	_____	Vc. Analyze assessment data to guide instruction and learning and to measure learning progress.
_____	_____	_____	_____	Vd. Communicate learning results to student and parents.
_____	_____	_____	_____	Ve. Adapt assessments to accommodate diverse learning needs and situations.

STANDARD VI: The Teacher Demonstrates the Implementation of Technology: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

Performance Criteria: The extent to which you:

First	Second	Third	Fourth	
_____	_____	_____	_____	VIa. Use technology to design and plan instruction.
_____	_____	_____	_____	VIb. Use technology to implement instruction and facilitate student learning.
_____	_____	_____	_____	VIc. Use technology to assess and communicate student learning.
_____	_____	_____	_____	VId. Integrate student use of technology into instruction.

STANDARD VII: The Teacher Reflects On and Evaluates Teaching and Learning: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

Performance Criteria: The extent to which you:

First	Second	Third	Fourth	
_____	_____	_____	_____	VIIa. Use data to reflect on and evaluate student learning.
_____	_____	_____	_____	VIIb. Use data to reflect on and evaluate instructional practice.
_____	_____	_____	_____	VIIc. Use data to identify areas for professional growth.

STANDARD VIII: The Teacher Practices Collaboration: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Performance Criteria: The extent to which you:

First	Second	Third	Fourth	
_____	_____	_____	_____	VIIIa. Identify students whose learning could be enhanced by collaboration.
_____	_____	_____	_____	VIIIb. Design a plan to enhance student learning that includes all parties in the collaborative effort.
_____	_____	_____	_____	VIIIc. Implement planned activities that enhance student learning and engage all parties.
_____	_____	_____	_____	VIIId. Analyze data to evaluate the outcomes of collaborative efforts.

STANDARD IX: The Teacher Evaluates Teaching and Implements Professional Development: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

Performance Criteria: The extent to which you:

First	Second	Third	Fourth	
_____	_____	_____	_____	IXa. Self-assess performance relative to Kentucky's Teacher Standards.
_____	_____	_____	_____	IXb. Identify priorities for professional development based on self- assessment, student performance and feedback from colleagues.
_____	_____	_____	_____	IXc. Design a professional growth plan that addresses identified priorities.
_____	_____	_____	_____	IXd. Show evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning.

STANDARD X: The Teacher 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 you:

First	Second	Third	Fourth	
_____	_____	_____	_____	Xa. Identify leadership opportunities that enhance student learning and/or professional environment of the school.
_____	_____	_____	_____	Xb. Develop a plan for engaging in leadership activities.
_____	_____	_____	_____	Xc. Implement a plan for engaging in leadership activities.
_____	_____	_____	_____	Xd. Analyze data to evaluate the results of planned and executed leadership efforts.

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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!

EDU #32B: PGP Self-Assessment – 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;
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.

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.

Performance Criteria: The extent to which the IECE educator

First	Second	Third	Fourth	
_____	_____	_____	_____	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 assistants, staff, and volunteers across learning environments.
_____	_____	_____	_____	1.5 Incorporates knowledge of multiple disciplines and strategies from team 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.

Performance Criteria: The extent to which the IECE educator

First	Second	Third	Fourth	
_____	_____	_____	_____	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

School of Education Handbook

				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:

First	Second	Third	Fourth	
_____	_____	_____	_____	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.
_____	_____	_____	_____	3.4 Uses instructional strategies that meet the unique needs of each child.
_____	_____	_____	_____	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 and 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:

First	Second	Third	Fourth	
_____	_____	_____	_____	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:

First	Second	Third	Fourth	
_____	_____	_____	_____	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

First **Second** **Third** **Fourth**

_____ _____ _____ _____ 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

First **Second** **Third** **Fourth**

_____ _____ _____ _____ 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, inter-disciplinary practices, diversity, and family-centered services.

School of Education Handbook

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

First	Second	Third	Fourth	
_____	_____	_____	_____	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

First	Second	Third	Fourth	
_____	_____	_____	_____	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

First	**Second**	**Third**	**Fourth**	
_____	_____	_____	_____	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.

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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!

CLINICAL PRACTICE FORMS

EDU #6: Admission to Clinical Practice

- The responsibility for application to Clinical Practice lies with the candidate. In the event that a candidate does not turn in his/her application by the deadline date, a letter of explanation to the School Chair and members of the School of Education faculty Sub-Committee of the TEAC must accompany the Application, Health Certificate, and TB form. In the event that the Health Certificate is not attached to the application and letter, a similar letter (addressed to members of the Teacher Education Advisory Committee) will be required for application.

Criteria for Admission to Clinical Practice

1. The candidate must have been accepted into the School of Education no later than the semester prior to application for admission into Clinic Practice.

2. The candidate must have completed a minimum of 90 semester hours of university course work by the date of the application.

3. By the application deadline, the candidate must have completed two semesters of university course work at Brescia University. (Exception: In certain cases, post-graduates seeking certification only may have less than two full semesters of remaining course work.)

4. Prior to admission to Clinical Practice, Brescia Teacher Candidates must complete 200 hours of field and clinic experiences; at least 75% of such hours (or a minimum of 150 hours) must be "field" hours – defined as participation or involvement with students or clients in educational settings (or – in pre-identified courses – in service settings).

5. By the application deadline, the candidate must have a cumulative GPA of 2.75 out of a possible 4.00 on all university work attempted, on all professional courses attempted, and in the teaching major or academic emphasis area as well as a GPA of 3.00 out of a possible 4.00 for the last 30 credit hours. The candidate must also maintain at least this minimum 2.75 GPA until beginning Clinical Practice. Failure to maintain the minimum GPA will result in removal of permission to student teach.

6. Each candidate must have the recommendation of the advisor(s) within his/her certification area(s). As a demonstration of adequate content knowledge and skills, the candidate must also have the recommendation of the advisor in his/her major field or academic emphasis area.

7. Candidates seeking certification only and who have already obtained a baccalaureate or advanced degree in their academic content area *and* have obtained passing scores on the relevant PRAXIS II Specialty Exams shall be regarded as having demonstrated content knowledge in their fields adequate for Clinical Practice. *[TEAC May 28, 2003]*

8. Teacher Candidates must take their licensure exam or their PRAXIS II specialty exam(s) and the relevant Principles of Learning and Teaching (PLT) exams prior to being admitted to Clinical Practice. *[TEAC November 9, 2005]*

9. The candidate must prepare, present to external evaluators and to members of the Teacher Education Advisory Committee (TEAC), and receive positive evaluations of a portfolio demonstrating at least minimal competence in each of Kentucky's Teacher Standards. The portfolio may be electronic or hard copy.

10. Each candidate must have completed or be in the process of completing the curriculum course and/or methods course(s) required for certification.

11. Each candidate must have a completed Brescia University Health Certificate on file in the School of Education Office. This form <u>must</u> be completed and submitted at the time of application and must include a properly completed TB test.

12. At least 75% of the course work for the teaching major must be completed, or be in progress, at the time of filing for admission to Clinical Practice. Prior to the actual Clinical Practice semester, <u>all work</u>, including professional courses, must be completed.

13. The candidate must have received a recent (within six months of Clinical Practice) Federal, State Police, and local law enforcement agencies background check with fingerprints. The candidate is responsible for the costs.

EDU #7: Application for Admission to Clinical Practice

Name _____   Date _____
                Last   First   Middle   (Maiden)

Address (Home) _____
                Street   City   State   Zip

Address (Local) _____
                Street   City   State Zip   E-Mail Address

Telephone (Local) _____ Telephone (Home) _____ Cell Phone _____

Social Security Number _____   Date of Birth _____

Classification: _____Junior _____Post-Graduate
                              (Must have passed Praxis II Content Exams)
                _____Senior _____Date taken

Field(s) of Professional Preparation and Certification:

_____Interdisciplinary Early Childhood Education (IECE)
_____Elementary (P–5)
_____Middle School (5–9) – Area(s) of Specialization: _____
_____Secondary – Major: _____
_____Special Education (also indicate either Elementary or Middle School)

Using the scale below, evaluate yourself on the following:
5 – Very Good   4 – Above Average   3 – Average   2 – Below Average   1 – Low

_____English Composition (ability to express yourself clearly and correctly in writing)
_____Oral Communication
_____Competence in area of certification
_____Professional attitude

Health Certificate: This application is accepted only upon receipt of a completed Brescia University health certificate. Does a completed health certificate accompany this application into Clinical Practice? ____ Yes ____ No (If "no," please explain)
_____

School Preference (Please share your preferences; these *may* help us select and arrange your placement)

System/School   Principal   Teacher   Assignment/Grade

_____
_____
_____

Please check the following four statements:
_____I have read and continue to promise to adhere to the Professional Code of Ethics for Kentucky School Certified Personnel.

_____I declare that I possess good moral character and that I have never been convicted of a felony or crime involving moral turpitude, or misdemeanor (other than a moving traffic violation), been found guilty, or entered a plea of *nolo contendere* (no contest), even if adjudication was withheld, in Kentucky or any other state and that all of the information given by me on this form is true and correct. *(Kentucky Revised Statute 161.120 provides that a certification may be revoked upon determination that false information was presented toward obtaining the certification.)*

_____I hereby certify that I have completed the required courses and have maintained the required GPA.

_____I further agree not to engage in any outside work which will interfere with my Clinical Practice duties.

Signature of Student: _____   Date: _____

The Chair of the School of Education has responsibility for the placement of Teacher Candidates. This placement is made in consultation with the applicant, major/certification advisor, Chair of the School of Education, and school system.

DO NOT WRITE BELOW THIS LINE

GPA _____   Faculty Evaluation: ____ Satisfactory ____ Unsatisfactory

(If "Unsatisfactory") Specific Reason: _____
   _____   Application Accepted
   _____   Not Accepted
Additional Comments: _____

_____
_____

_____   _____
Chair, School of Education   Date:

Revised Fall 2013

For Office Use Only:

1st Clinical Practice assignment: Dates (Begin) _____ (End) _____

School _____ Teacher _____ Grade/Assignment _____

2nd Clinical Practice assignment: Dates (Begin) _____ (End) _____

School _____ Teacher _____ Grade/Assignment _____

_____
School Official (e.g. Data Manager)   Date

EDU #8: Health Certificate

Each student is required to submit a Health Certificate (Confidential). The attending physician will determine which of the tests listed below are necessary. However, a **T. B. Test is required.**

NAME _____ TELEPHONE (___)_____

ADDRESS _____
                     Street   City   State   Zip

Weight _____   Height _____   Age _____

Vision without glasses: Right eye _____Left eye _____

Vision with glasses: Right eye _____ Left eye _____

Mouth _____   Hearing _____

Heart _____   Lungs _____

Gastro-Intestinal _____   Urinalysis _____

Hemogram _____   TB Test _____

Allergies: _____

Any information not included above that will be helpful in protecting children and promoting the health education of the applicant should be given.

COMMENTS: _____

_____

_____

Date _____   _____
                                     Signature of Attending Physician

                              _____
                                     Address

| Return to: Chair |
| School of Education |
| Brescia University |
| 717 Frederica St. |
| Owensboro, KY 42301 |

                              _____
                                     City / State / Zip

BRESCIA UNIVERSITY
SCHOOL EDUCATION
Content Assessment

Content Instructor/Advisor _____

The candidate named below has applied for clinical practice next semester. Please indicate your assessment of the candidate's ability to teach in this area, based on your experience as the candidate's instructor of record or advisor in his/her content area. Please return the completed form to the School of Education, attention of Sr. Betsy Moyer.

Candidate _____

Content Area _____

Certification Level _____

1. What are the strengths of the candidate in the discipline?

2. What are the weaknesses of the candidate in the discipline?

3. Would you say the candidate is proficient in using Standard English?

_____Yes   _____No

4. Does your experience with the candidate lead you to believe that he or she can function successfully in a teaching situation?   _____Yes   _____No
Why or why not?

5. Are you willing to recommend this candidate for Clinical Practice?

    1. _____Yes
    2. _____ Yes with reservations (please explain) _____
    _____
    _____
    3. _____ No (please explain) _____
    _____
    _____

6. If appropriate, please feel free to share any other information about the candidate which you believe should be part of the consideration process for Clinical Practice.

_____   _____
Instructor Signature/Date   and/or   Division Chair Signature/Date

Revised 2015

I. KNOWLEDGE OF CONTENT – The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.	
(1) communicates concepts, processes, and knowledge; (2) connects content to life experiences of student; (3) strategies are appropriate for content and contribute to student learning; (4) guides students to understand content from various perspectives; (5) identifies and addresses students' misconceptions	Evidence of 2 to 5 criteria (for score of 2 to 4)
II. DESIGNS/PLANS INSTRUCTION – The designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge	
(1) develops significant objectives aligned with standards; (2) uses contextual data to design instruction relevant to students; (3) plans assessments to guide instruction and measure learning objectives; (4) plans instructional strategies and activities that address learning objectives for all students; (5) plans instructional strategies and activities that facilitate multiple levels of learning	Evidence of 2 to 5 criteria (for score of 2 to 4)
III. CREATES/MAINTAINS LEARNING CLIMATES – The teacher creates a learning climate that supports the development of student abilities to use . . .	
(1) communicates high expectations; (2) establishes a positive learning environment; (3) values and supports student diversity and addresses individual needs; (4) fosters mutual respect between teacher and students and among students; (5) provides a safe environment for learning;	Evidence of 2 to 5 criteria (for score of 2 to 4)
IV. IMPLEMENTS/MANAGES INSTRUCTION – The teacher introduces/implements/ manages instruction that develops student abilities to use . . .	
(1) uses a variety of instructional strategies that align with learning objectives and actively engage students; (2) implements instruction based on diverse student needs and assessment data; (3) uses time effectively; (4) uses space and materials effectively; (5) implements and manages instruction in ways that facilitate higher order thinking	Evidence of 2 to 5 criteria (for score of 2 to 4)
V. ASSESSES AND COMMUNICATES LEARNING RESULTS – The teacher assesses learning and communicates results to students and others with respect to student abilities to use . . .	
(1) uses pre-assessments; (2) uses formative assessments; (3) uses summative assessments; (4) describes, analyzes, and evaluates student performance data; (5) communicates learning results to students and parents; (6) allows opportunity for student self-assessment	Evidence of 2 to 6 criteria (for score of 2 to 4)

VI. DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY – The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.	
(1) regularly uses technology to design and plan instruction; (2) uses technology to implement instruction and facilitate student learning; (3) integrates student use of technology into instruction; (4) uses technology to assess and communicate student learning; (5) demonstrates ethical and legal use of technology	Evidence of 2 to 5 criteria (for score of 2 to 4)
VII. REFLECTS/EVALUATES TEACHING/LEARNING – The teacher reflects on and evaluates specific teaching/ learning situations and/or programs.	
(1) uses data to reflect on and evaluate student learning; (2) uses data to reflect on and evaluate instructional practice; (3) uses data to identify areas of professional growth	Evidence of 1 to 3 criteria (for score of 2 to 4)
VIII. COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS – The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use . . .	
(1) identifies students whose learning could be enhanced by collaboration; (2) designs a plan to enhance student learning that includes all parties in the collaborative effort; (3) implements planned activities that enhance student learning and engage all parties; (4) analyzes data to evaluate the outcomes of collaborative	Evidence of 2 to 4 criteria (for score of 2 to 4)
IX. ENGAGES IN PROFESSIONAL DEVELOPMENT – The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.	
(1) self-assesses performance relative to Kentucky's Teacher Standards; (2) identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues; (3) designs a professional growth plan that addresses identified priorities; (4) show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	Evidence of 2 to 4 criteria (for score of 2 to 4)
X. PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION – The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.	
(1) identifies leadership opportunities that enhance student learning and/or professional environment; (2) develops a plan for engaging in leadership activities;(3) implements a plan for engaging in leadership activities; (4) analyzes data to evaluate the results of planned and executed leadership efforts	Evidence of 2 to 4 criteria (for score of 2 to 4)
PLEASE NOTE: Brescia encourages candidates to think **NOT** in terms of "how many entries do I have?" but in terms of "what is the quality of my entries?" We remind them that often two or three exhibits are sufficient.	

CANDIDATE _____ **SCORER** _____

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

STANDARD 1:   The Teacher Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

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

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

Comment:			

1.3 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.

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

1.4 Guide students to understand content from various perspectives.

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

1. 5 Identify and address students' misconceptions of content.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

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

STANDARD 2: The Teacher Designs/Plans Instruction: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

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

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

Comment:			

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

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

2.5 Plan instructional strategies and activities that facilitate multiple levels of learning.

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

_____**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:   The Teacher Creates/Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

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

School of Education Handbook

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

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

3.4 Fosters mutual respect between teacher and students and among students.			
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	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the indicator within the Standard.

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

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

_____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; THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION: The teacher introduces/implements/manages instruction that develops students abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

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

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

Comment:			

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

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

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

_____Standard 5 has a minimum of 2 pieces of evidence
_____Standard 5 does **NOT** have a minimum of 2 pieces of evidence. Do not score.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

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

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.		
Comment:			

5.2 Uses formative assessments.

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

5.3 Uses summative assessments.

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

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

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

5.6 Allows opportunity for student self-assessment.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator	Candidate is familiar with indicator within the Standard • Provides inconsistent	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of

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

_____**Standard 6 has a minimum of 2 pieces of evidence**
_____**Standard 6 does NOT have a minimum of 2 pieces of evidence. Do not score.**

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

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

6.2 Uses available technology to implement instruction that facilitates student learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard	Candidate is familiar with indicator within the Standard • Provides inconsistent	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of	Candidate displays in-depth knowledge of the indicator within the Standard.

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

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

6.4 Uses available technology to assess and communicate student learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation.	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation.

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.	• Extensive use of professional vocabulary
Comment:			

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

_____**Standard 7 has a minimum of 2 pieces of evidence**
_____**Standard 7 does NOT have a minimum of 2 pieces of evidence. Do not score.**

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation.	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation.

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.	• Extensive use of professional vocabulary
Comment:			

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

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

_____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: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

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

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

School of Education Handbook

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

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

_____Standard 9 has a minimum of 2 pieces of evidence
_____Standard 9 does **NOT** have a minimum of 2 pieces of evidence. Do not score.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

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

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

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

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

_____**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/PROFESSION: The teacher provides professional leadership within the school, community, and education professional to improve student learning and well-being.

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

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

School of Education Handbook

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

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

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

1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation.	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.		
Comment:			

1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities

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

1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments

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

Comment:			

1.5 Incorporates knowledge of multiple disciplines and strategies from team members

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

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

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

School of Education Handbook

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

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

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

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

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

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

2.5 Creates environments that recognize and value diversity as a strength in children and families			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary

School of Education Handbook

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

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

2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary

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

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

2.9 Uses positive guidance techniques to foster children's self-regulation			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of	Candidate is familiar with indicator within the Standard	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the

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

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

2.11 Functions within legal, ethical, and professional guidelines			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of

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

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

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

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

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

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

School of Education Handbook

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

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

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

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

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

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

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

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

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

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

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

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

_____Standard 5 has a minimum of 2 pieces of evidence
_____Standard 5 does **NOT** have a minimum of 2 pieces of evidence. Do not score.

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

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

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

5.3 Applies professional ethics, practices and legal mandates in early childhood settings			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary

School of Education Handbook

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

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

5.5 Participates in program evaluation efforts to improve child learning and development			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence.	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence.

• Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	• Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Analyzes actions with explanation. • Limited use of professional vocabulary.	• Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

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

_____**Standard 6 has a minimum of 2 pieces of evidence**
_____**Standard 6 does NOT have a minimum of 2 pieces of evidence. Do not score.**

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

6.1 Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard	Candidate is familiar with indicator within the Standard • Provides inconsistent	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of	Candidate displays in-depth knowledge of the indicator within the Standard.

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

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

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

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.	• Extensive use of professional vocabulary

Comment:

6.4 Seeks advice and collaborates with community members and agencies to provide resources, promote child development, and increase learning in early childhood settings

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

Comment:

6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers

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

Comment:			

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

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

_____Standard 7 has a minimum of 2 pieces of evidence
_____Standard 7 does **NOT** have a minimum of 2 pieces of evidence. Do not score.

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

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

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

School of Education Handbook

7.3 Documents professional growth and performance

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

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

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

7.5 Critically reviews and applies research and recommended practices

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of

connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

7.6 Seeks support and expertise of others to improve professional practice

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

7.7 Acquires and integrates information from a variety of resources to expand personal knowledge of child development, interdisciplinary practices, diversity, and family-centered services

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

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.	• Extensive use of professional vocabulary
Comment:			

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

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

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

8.2 Demonstrates sensitivity to characteristics of each child's family and community and shows respect for cultural preferences and socioeconomic influences			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence.	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation.

School of Education Handbook

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
• Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	• Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.	• Extensive use of professional vocabulary
Comment:			

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

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

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

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

8.7 Demonstrates knowledge of family structure, style, and stages of family and adult development			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator	Candidate is familiar with indicator within the Standard • Provides inconsistent	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of

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

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

_____**Standard 9 has a minimum of 2 pieces of evidence**
_____**Standard 9 does NOT have a minimum of 2 pieces of evidence. Do not score.**

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

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

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

9.3 Demonstrates knowledge of the use of technology in business, industry, and society.

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

9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations

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

9.5 Creates multimedia presentations using scanners, digital cameras, and video cameras

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

9.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction

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

9.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance-learning applications to enhance professional productivity and support instruction

1 Beginning	2 Developing	3 Accomplished	4 Exemplary

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

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

9.9 Designs lessons that use technology to address diverse needs and learning styles of children			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence.

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Analyzes actions with explanation. • Limited use of professional vocabulary.	• Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

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

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

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

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

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

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

9.14 Uses computers and other technology for individual, small group, and large group learning activities			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator	Candidate is familiar with indicator within the Standard • Provides inconsistent	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of

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

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

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

Comment:			

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

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

<table>
<tr><td colspan="4" align="center">10.3. Implement a plan for engaging in leadership activities.</td></tr>
<tr><td align="center">1 Beginning</td><td align="center">2 Developing</td><td align="center">3 Accomplished</td><td align="center">4 Exemplary</td></tr>
<tr>
<td>Candidate displays errors in knowledge of the indicator within the Standard
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• Inconsistent and misuse of professional vocabulary</td>
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• Discusses actions with explanation.
• Inconsistent use of professional vocabulary.</td>
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• Provides limited explanation of connection between indicator and evidence.
• Analyzes actions with explanation.
• Limited use of professional vocabulary.</td>
<td>Candidate displays in-depth knowledge of the indicator within the Standard.
• Provides obvious explanations of connection between indicator and evidence.
• Justifies actions with explanation.
• Extensive use of professional vocabulary</td>
</tr>
<tr><td colspan="4">Comment:</td></tr>
</table>

<table>
<tr><td colspan="4" align="center">10.4.Analyze data to evaluate the results of planned and executed leadership efforts</td></tr>
<tr><td align="center">1 Beginning</td><td align="center">2 Developing</td><td align="center">3 Accomplished</td><td align="center">4 Exemplary</td></tr>
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• Analyzes actions with explanation.
• Limited use of professional vocabulary.</td>
<td>Candidate displays in-depth knowledge of the indicator within the Standard.
• Provides obvious explanations of connection between indicator and evidence.
• Justifies actions with explanation.
• Extensive use of professional vocabulary</td>
</tr>
<tr><td colspan="4">Comment:</td></tr>
</table>

School of Education Handbook

CANDIDATE _____ **SCORER** _____

_____Standard 1 has a minimum of 2 pieces of evidence.

_____Standard 1 does <u>NOT</u> have a minimum of 2 pieces of evidence. Do not score.

STANDARD 1: The Teacher Demonstrates Applied Content Knowledge: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

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

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

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.		
Comment:			

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

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

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.		
Comment:			

1. 5 Identify and address students' misconceptions of content.

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

_____**Standard 2 has a minimum of 2 pieces of evidence.**
_____**Standard 2 does NOT have a minimum of 2 pieces of evidence. Do not score.**

STANDARD 2:   The Teacher Designs/Plans Instruction: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develop significant objectives aligned with standards.

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator	Candidate is familiar with indicator within the Standard • Provides inconsistent	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of

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

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

2.3 Plan assessments to guide instruction and measure learning objectives.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence.	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation.

• Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	• Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Analyzes actions with explanation. • Limited use of professional vocabulary.	• Extensive use of professional vocabulary
Comment:			

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

2.5 Plan instructional strategies and activities that facilitate multiple levels of learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence.	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation.

• Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	• Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Analyzes actions with explanation. • Limited use of professional vocabulary.	• Extensive use of professional vocabulary
Comment:			

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

STANDARD 3: The Teacher Creates/Maintains Learning Climate: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

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

3.2 Establishes a positive learning environment.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator	Candidate is familiar with indicator within the Standard • Provides inconsistent	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of

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

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

3.4 Fosters mutual respect between teacher and students and among students.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence.

		• Analyzes actions with explanation. • Limited use of professional vocabulary.	• Justifies actions with explanation. • Extensive use of professional vocabulary
connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.		
Comment:			

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

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

STANDARD 4; THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION: The teacher introduces/implements/manages instruction that develops students abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary

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

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

4.3 Uses time effectively.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard	Candidate is familiar with indicator within the Standard • Provides inconsistent	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of	Candidate displays in-depth knowledge of the indicator within the Standard.

School of Education Handbook

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

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

4.5 Implements and manages instruction in ways that facilitate higher order thinking.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence.	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence.

	between indicator and evidence.	• Analyzes actions with explanation.	• Justifies actions with explanation.
• Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	• Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.	• Extensive use of professional vocabulary
Comment:			

_____Standard 5 has a minimum of 2 pieces of evidence
_____Standard 5 does **NOT** have a minimum of 2 pieces of evidence. Do not score.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

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

5.2 Uses formative assessments.			
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	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the indicator within the Standard.

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

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

5.4 Describes, analyzes, and evaluates student performance data.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence.

		• Analyzes actions with explanation.	• Justifies actions with explanation.
connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.	• Extensive use of professional vocabulary
Comment:			

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

5.6 Allows opportunity for student self-assessment.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation.	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation.

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.	• Extensive use of professional vocabulary
Comment:			

_____Standard 6 has a minimum of 2 pieces of evidence

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

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

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

6.2 Uses available technology to implement instruction that facilitates student learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence.

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Analyzes actions with explanation. • Limited use of professional vocabulary.	• Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

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

6.4 Uses available technology to assess and communicate student learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation.	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation.

• Inconsistent and misuse of professional vocabulary	• Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.	• Extensive use of professional vocabulary
Comment:			

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

_____Standard 7 has a minimum of 2 pieces of evidence
_____Standard 7 does **NOT** have a minimum of 2 pieces of evidence. Do not score.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator	Candidate is familiar with indicator within the Standard • Provides inconsistent	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of

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

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

7.3 Uses data to reflect on and identify areas for professional growth.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence.

connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Analyzes actions with explanation. • Limited use of professional vocabulary.	• Justifies actions with explanation. • Extensive use of professional vocabulary
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: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

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

8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.			
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	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the indicator within the Standard.
• Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	• Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	• Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

8.3 Implements planned activities that enhance student learning and engage all parties.			
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	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the indicator within the Standard.
• Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	• Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	• Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

8.4 Analyzes data to evaluate the outcomes of collaborative efforts.			
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	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the indicator within the Standard.
	• Provides inconsistent	• Provides limited explanation of	

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

_____**Standard 9 has a minimum of 2 pieces of evidence**
_____**Standard 9 does NOT have a minimum of 2 pieces of evidence. Do not score.**

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

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

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.			
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	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the indicator within the Standard.
• Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	• Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	• Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.3 Designs a professional growth plan that addresses identified priorities.			
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	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the indicator within the Standard.
• Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	• Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	• Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.			
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	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the indicator within the Standard.

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

_____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/PROFESSION: The teacher provides professional leadership within the school, community, and education professional to improve student learning and well-being.

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

10.2 Develops a plan for engaging in leadership activities.

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

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

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

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

1.2 Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard - Provides only repetition of indicator with inferred connection to evidence. - Identifies action with no explanation. - Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard - Provides inconsistent explanation of connection between indicator and evidence. - Discusses actions with explanation. - Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard - Provides limited explanation of connection between indicator and evidence. - Analyzes actions with explanation. - Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. - Provides obvious explanations of connection between indicator and evidence. - Justifies actions with explanation. - Extensive use of professional vocabulary

Comment:			

1.3 Adapts and individualizes curriculum and instruction plans for all children, including those with special needs and disabilities

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

1.4 Plans for the effective involvement of team members including assistants, staff, and volunteers across learning environments

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

School of Education Handbook

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

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

_____**Standard 2 has a minimum of 2 pieces of evidence**
_____**Standard 2 does NOT have a minimum of 2 pieces of evidence. Do not score.**

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

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

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

2.3 Maintains a healthy and safe environment

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

2.4 Provides developmentally and individually appropriate indoor and outdoor environments

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

2.5 Creates environments that recognize and value diversity as a strength in children and families

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the	Candidate is familiar with indicator within the Standard	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the

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

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

2.7 Creates, evaluates, and selects technology, materials, and media to enhance the learning environment			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary

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

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

2.9 Uses positive guidance techniques to foster children's self-regulation			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of	Candidate is familiar with indicator within the Standard	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the

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

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

2.11 Functions within legal, ethical, and professional guidelines			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of

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

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

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

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

3.1 Facilitates children's acquisition and integration of behavior, skills, and concepts to support learning aligned with Kentucky Learner Goals.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the	Candidate is familiar with indicator within the Standard	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the

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

3.2 Implements developmentally appropriate individual and group activities in indoor and outdoor environments

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

3.3 Encourages children's active involvement in a variety of structured and unstructured learning activities

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence.

		• Analyzes actions with explanation. • Limited use of professional vocabulary.	• Justifies actions with explanation. • Extensive use of professional vocabulary
connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.		
Comment:			

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

3.5 Uses instructional strategies that meet the unique needs of each child			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence.

connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Analyzes actions with explanation. • Limited use of professional vocabulary.	• Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

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

3.7 Provides guidance, learning cues, and positive feedback to children			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence.

connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	• Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

3.8 Manages antecedent and consequent conditions to foster self-management behaviors

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

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

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

4.1 Uses developmentally appropriate and authentic assessments to determine child needs, to plan individualized learning experiences, and to develop and implement IFSPs and IEPs

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator	Candidate is familiar with indicator within the Standard • Provides inconsistent	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of

with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment			

4.2 Selects, creates, adapts, and uses multiple modes and methods of assessments which are sensitive to the unique cultural and learning needs of the child

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

4.3 Actively involves families and other team members in the assessment process

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

Comment:			

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

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

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

_____Standard 5 has a minimum of 2 pieces of evidence
_____Standard 5 does **NOT** have a minimum of 2 pieces of evidence. Do not score.

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

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

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

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

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

5.4 Reflects upon, evaluates, and modifies involvement of team members including assistants, staff, and volunteers across learning environments

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator	Candidate is familiar with indicator within the Standard • Provides inconsistent	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of

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

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

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

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.	
Comment:			

_____Standard 6 has a minimum of 2 pieces of evidence
_____Standard 6 does <u>NOT</u> 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 skill to support collaboration in early childhood settings.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

6.2 Seeks and encourages the participation of families as partners in promoting the child's development, sharing information, making decisions, and implementing and evaluating program plans for the child			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence.

		• Analyzes actions with explanation.	• Justifies actions with explanation.
connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.	• Extensive use of professional vocabulary
Comment:			

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

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

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.		
Comment:			

6.5 Articulates the individual outcomes and unique needs for each child to assistants, staff, and volunteers

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

6.6 Provides ongoing constructive feedback to team members about professional practices

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

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

_____Standard 7 has a minimum of 2 pieces of evidence
_____Standard 7 does **NOT** have a minimum of 2 pieces of evidence. Do not score.

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

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

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

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

7.4 Demonstrates professional growth through identification with and active participation in professional organizations			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard	Candidate is familiar with indicator within the Standard • Provides inconsistent	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of	Candidate displays in-depth knowledge of the indicator within the Standard.

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

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

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

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.

Comment:

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

Comment:

_____**Standard 8 has a minimum of 2 pieces of evidence**
_____**Standard 8 does 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 • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation.	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation.

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.	• Extensive use of professional vocabulary
Comment:			

8.2 Demonstrates sensitivity to characteristics of each child's family and community and shows respect for cultural preferences and socioeconomic influences

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

8.3 Implements a continuum of family-centered services which support child development

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

8.4 Informs families of program objectives, procedures, and legal rights

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

8.5 Applies adult learning principles to parent education activities

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

8.6 Promotes family participation in adult education opportunities and school and community activities

1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of

connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary
Comment:			

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

8.8 Communicates with families and other team members in everyday language including their native language and communicative mode, using interpreters if appropriate			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence. • Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence. • Discusses actions with explanation. • Inconsistent use of professional vocabulary.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation. • Limited use of professional vocabulary.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation. • Extensive use of professional vocabulary

Comment:			

_____Standard 9 has a minimum of 2 pieces of evidence
_____Standard 9 does **NOT** have a minimum of 2 pieces of evidence. Do not score.

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

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

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

Comment:			

9.3 Demonstrates knowledge of the use of technology in business, industry, and society.

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

9.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations

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

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

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

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

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

9.9 Designs lessons that use technology to address diverse needs and learning styles of children			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard	Candidate is familiar with indicator within the Standard	Candidate displays solid knowledge of the indicator within the Standard	Candidate displays in-depth knowledge of the indicator within the Standard.

School of Education Handbook

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

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

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

• Inconsistent and misuse of professional vocabulary	• Inconsistent use of professional vocabulary.		
Comment:			

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

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

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

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

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

9.16 Instructs and supervises children in the ethical and legal use of technology			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence.	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence.

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

10.2 Develop a plan for engaging in leadership activities.			
1 Beginning	2 Developing	3 Accomplished	4 Exemplary
Candidate displays errors in knowledge of the indicator within the Standard • Provides only repetition of indicator with inferred connection to evidence.	Candidate is familiar with indicator within the Standard • Provides inconsistent explanation of connection between indicator and evidence.	Candidate displays solid knowledge of the indicator within the Standard • Provides limited explanation of connection between indicator and evidence. • Analyzes actions with explanation.	Candidate displays in-depth knowledge of the indicator within the Standard. • Provides obvious explanations of connection between indicator and evidence. • Justifies actions with explanation.

• Identifies action with no explanation. • Inconsistent and misuse of professional vocabulary	• Discusses actions with explanation. • Inconsistent use of professional vocabulary.	• Limited use of professional vocabulary.	• Extensive use of professional vocabulary
Comment:			

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

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

EDU #10: Teacher Candidate Placement and Cooperating Teacher Information

Teacher Candidate Information

Name _____ Date _____
         (Last)   (First)   (M.I.)

Local Address _____
              Street   City   State Zip

Home Address _____
              Street   City   State Zip

Telephone (_____) _____Date of Birth _____/_____/_____Gender _____

E-mail Address_____ Social Security Number_____

Anticipated Area(s) of Certification _____

Cooperating Teacher (*information also needed for KY Vouchers*)

Name _____ SS# _____
         (Last)   (First)   (M.I.)

Years of Teaching Experience _____Years at Present School _____

Highest Degree Obtained ___KTIP Resource Teacher Training _____ Yes _____ No

Certification Area(s) _____

Co-Teaching Training (Date) _____

Beginning and Ending Dates of Supervision _____

Number of Weeks of Supervision _____University Supervisor _____

School _____ School District _____

School Address _____
             Street   City   State Zip

Principal _____ Telephone (_____) _____

RETURN FORM TO:
  School of Education
  Brescia University
  717 Frederica Street
  Owensboro KY 42301   ***Revised 2013***

Name _____

Residence during Clinical Practice _____

Phone (_____)_____Cell (_____) _____ Date of Birth _____/_____/_____

Home Address _____

Single _____ Married _____ # of Children _____ Email _____

Area(s) of Certification _____

IECE ____ Elementary ____ Middle School ____ Secondary ____ Special Education ____

Projected date of graduation _____

Name of person(s) to be notified in case of emergency:

(1)_____ Relationship_____

Telephone: Work_____ Home/Cell_____

(2)_____ Relationship_____

Telephone: Work_____ Home/Cell_____

BACKGROUND INFORMATION

Extra-curricular activities in Elementary and High School:
_____
_____
_____

Extra-curricular activities in College: _____
_____
_____

Hobbies/Special Skills/Area of Interest (Sunday School/CCD, tutoring, camping experience, Scouting, other):
_____
_____
_____

**BRESCIA UNIVERSITY
SCHOOL OF EDUCATION
CLINICAL PRACTICE**

I hereby give permission for my child, _____,
to participate in a class that is digitally recorded on video. I understand
the recording will be created as part of the Brescia University Clinical
Practice Experience. The sole purpose of the recording is in the
professional development and assessment of the Teacher Candidate
listed below. All rules of confidentiality apply.

_____
Name of Teacher Candidate

_____
Parent Signature   Date

EDU #35: Digital Video Observation Form

Adapted from KTIP/TPA Intern Performance Record – Standards 1, 2, 3

Standard 1: The Teacher Demonstrates Applied Content Knowledge – The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.		
Demonstrated	**Partially**	**Not Demonstrated**
1.1 Communicates concepts, processes and knowledge		
Accurately and effectively communicates concepts, processes and/or knowledge AND uses vocabulary that is clear, correct and appropriate for students	Accurately communicates concepts, processes and knowledge BUT omits some important ideas, uses vocabulary inappropriate for students OR overlooks student misconceptions	Inaccurately and ineffectively communicates concepts, processes and knowledge
1.1 comments:		
1.2 Connects content to life experiences of students		
Effectively connects MOST content, procedures, and activities with relevant life experiences of students	Connects SOME content, procedures, and activities with relevant life experiences of students	RARELY or NEVER connects content, procedures, and activities with relevant life experiences
1.2 comments:		
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning		
Demonstrates instructional strategies that are CLEARLY appropriate for the content and processes of the lesson AND make a CLEAR contribution to student learning	Demonstrates instructional strategies that are SOMEWHAT appropriate for the content and processes of the lesson AND make SOME contribution to student learning	Demonstrates instructional strategies that are RARELY or NEVER appropriate for the content and processes of the lesson OR make NO contribution to student learning
1.3 comments:		
1.4 Guides students to understand content from various perspectives		
REGULARLY provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	SOMETIMES provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding	RARELY or NEVER provides opportunities and guidance for students to . . .
1.4 comments:		

Standard 2: The Teacher Creates and Maintains Learning Climate – The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		
Demonstrated	**Partially**	**Not Demonstrated**
2.1 Communicates high expectations		
Sets significant and challenging outcomes for students AND verbally/nonverbally communicates confidence in students' abilities to achieve these outcomes	Sets significant and challenging outcomes for students BUT does not communicate confidence in students' abilities to achieve these outcomes	Does not set significant and challenging outcomes for students AND does not communicate confidence in students' . . .
2.1 comments:		
2.2 Establishes a positive learning environment		
Establishes clear standards of conduct, shows awareness of student behavior, AND responds in	Makes efforts to establish standards of conduct, and monitor and respond to student	Does not establish clear expectations for student

ways that are both appropriate and respectful of students	behaviors, BUT efforts are ineffective and/or inappropriate	conduct, AND does not effectively monitor behavior, AND does not appropriately respond to behavior

2.2 comments:

2.3 Values and supports student diversity and addresses individual needs		
Consistently supports student diversity and addresses individual needs using a VARIETY of strategies and methods	Inconsistently supports student diversity and addresses individual needs OR uses a LIMITED repertoire of strategies and methods	Makes LITTLE or NO attempt to respond to student diversity and individual needs – tends to use a "one size fits all" approach

2.3 comments:

2.4 Fosters mutual respect between teacher and students and among students		
Consistently treats all students with respect and concern AND monitors student interactions to encourage students to treat each other with respect and concern	Inconsistently treats all students with respect and concern OR does not monitor students	Does not treat all students with respect and concern AND does not monitor students
2.5 Provides a safe environment for learning		
Creates a classroom environment that is BOTH emotionally and physically safe for all students	Creates a classroom environment that is physically safe for all students BUT is inconsistent in ensuring a safe emotional environment for all students	Fails to create an emotionally AND physically safe environment for students

2.4 and 2.5 comments:

Standard 3: The Teacher Implements and Manages Instruction – The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.		
Demonstrated	**Partially**	**Not Demonstrated**
3.1 Uses a variety of instructional strategies that engage students in active learning aligned with learning outcomes		
Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning outcomes	Uses a variety of instructional strategies that engage students throughout the lesson on tasks BUT are not aligned with learning outcomes OR tasks are aligned with learning outcomes BUT do not keep students engaged	Uses instructional strategies that do not engage students AND are not aligned with learning outcomes

3.1 comments:

3.2 Implements planned instruction based on diverse student needs and assessment data		
Implements planned instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances if needed	Implements planned instruction based on diverse student needs and assessment data BUT does not adapt instruction to unanticipated circumstances	Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances

3.2 comments:

3.3 Uses time effectively		
Establishes EFFICIENT procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is MINIMAL loss of instructional time	Establishes SOMEWHAT efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work that vary in their effectiveness so	Fails to establish consistent procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group

	there is SOME UNNECESSARY loss of instructional time	work resulting in significant loss of instructional time
3.4 Uses space and materials effectively		
Uses classroom space AND materials effectively to facilitate student learning	Uses classroom space but not materials to effectively facilitate student learning OR uses materials but not classroom space to effectively facilitate student learning	Fails to effectively use classroom space AND materials to facilitate student learning
3.3 and 3.4 comments:		
3.5 Implements and manages instruction in ways that facilitate higher order thinking		
MOST instruction includes higher order thinking	SOME instruction includes higher order thinking	LITTLE or NO instruction includes higher order thinking
3.5 comments:		

Teacher Candidate: _____   Date: _____

Observer Name: _____

CLINICAL PRACTICE FORMATIVE EVALUATION

_____ **COOPERATING TEACHER FORM**   _____**CLINICAL PRACTICE CANDIDATE FORM**

Please utilize this instrument approximately every two weeks to assess/self-assess expected candidate performance during this clinical experience. Establish a conference time and arrive prepared to share ratings and comments. Supportive details in comments section should clearly indicate reinforcement for areas of strength being demonstrated, as well as, areas where effort toward growth and development needs to be focused. The expected outcome of this process is consensus on a clear plan of action for the next two week assessment period**.**

The goal is to improve specific areas of candidate's performance and positively impact learning of all students.

Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary

Clinical Practice Candidate: _____

	Rating	**Comments**
Professional Attitude/Dispositions		
a. Appropriate Attire/Neatness/Cleanliness		
b. Poise/Self-Control		
c. Punctuality/Dependability/Initiative		
d. Collaboration		
Designs/Plans and Implements/Manages Instruction		
a. Preplanned/Prepared		
b. Aligned with Kentucky's Core Academic Standards		
c. Planned for learning and cultural diversity		
d. Formative & Summative Assessments		
e. Multiple levels & higher order thinking tasks		
f. Integrates technology to address diverse student needs		
g. Connections with real-life situations		
h. Inter-disciplinary connections		
i. Engages students at all levels		
Knowledge of Content		
a. Communicates accurate knowledge of content		
b. Oral/Written expression		
c. Summarizes, reviews, assesses		

d. Uses community/student/other resources		
e. Identifies (students'/own) misconceptions		
f. Guides student understanding from various perspectives		
Learning Climate/Classroom Management		
a. Voice/Diction		
b. Vitality/Enthusiasm		
c. Facilitates mutual respect		
d. Communicates high expectations		
e. Positive classroom management/Fosters self-control		
f. Creative/Flexible use of time, space, materials		
Assessment		
a. Uses multiple assessments/data sources		
b. Uses/Analyzes assessment to improve instruction		
c. Communicates assessment results to students		
d. Promotes self-assessment		
Reflection/Professional Development		
a. Reflects on teaching		
b. Plans and implements changes based on reflection		
c. Accepts critical comment/Supervision		

COMMENTS:

Areas of strength:

Areas of growth:

School/Agency _____**Grade/Subject**_____ **System/City** _____

Signature_____**Date** _____

Revised Spring 2015

School of Education Handbook

EDU #13: Teacher Candidate Formative Evaluation by _____University Supervisor or by _____Teacher Candidate (self-assessment)

Based on this on-site observation, rate the Teacher Candidate and provide supportive details in comments section, clearly indicating reinforcement for areas of strength being demonstrated as well as areas where effort toward continued growth and development needs to be focused. Provide candidate with a copy to review and share with Cooperating Teacher and arrange a follow-up communication with candidate within a 2–3 day time period.

Teacher Candidate _____ Date _____

School _____ Grade _____ Subject _____

Cooperating Teacher _____ Time _____

Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary

	Rating	Comments
Professional Attitude/Dispositions		
a. Appropriate Attire/Neatness/Cleanliness		
b. Poise/Self-Control		
c. Punctuality/Dependability/Initiative		
d. Collaboration		
Designs/Plans and Implements/Manages Instruction		
a. Preplanned/Prepared		
b. Aligned with Kentucky's Core Academic Standards		
c. Planned for Learning and Cultural Diversity		
d. Formative and Summative Assessments		
e. Multiple Levels and Higher Order Thinking Tasks		
f. Integration of Multimedia and Electronic Technologies		
g. Connections with Real-Life Situations		
h. Inter-Disciplinary Connections		
i. Engages Students at All Levels		
Knowledge Of Content		
a. Communicates Accurate Knowledge of Content		
b. Oral/Written Expression		
c. Summarizes, Reviews, Assesses		
d. Uses Community/Student/Other Resources		
e. Identifies (Students'/Own) Misconceptions		
f. Guides Student Understanding from Various Perspectives		
Learning Climate/Classroom Management		
a. Voice/Diction		
b. Vitality/Enthusiasm		
c. Facilitates Mutual Respect		
d. Communicates High Expectations		
e. Positive Classroom Management/Fosters Self-Control		
f. Creative/Flexible Use of Time, Space, Materials		
Assessment		
a. Uses Multiple Assessments/Data Sources		
b. Uses/Analyzes Assessment to Improve Instruction		
c. Communicates Assessment Results to Students		
d. Promotes Self-Assessment		
Reflection/Professional Development		
a. Reflects on Teaching		
b. Plans and Implements Changes Based on Reflection		

School of Education Handbook

c. Accepts Critical Comment/Supervision		
General Rating/Potential for Success		

Further Comments:

Signature _____

School of Education Handbook

Please rate your Teacher Candidate on level of performance <u>demonstrated at the completion</u> of this clinical practice experience.
Please share the data contained on forms Edu #14 and Edu #15 within the context of a conference where dialog includes a summary of areas of strength and accomplishment and areas where additional professional growth and development should be undertaken.

Rating Scale: 1 = Beginning; 2 = Developing; 3 = Accomplished; 4 = Exemplary

	Final Rating	Comments
Professional Attitude/Dispositions		
a. Appropriate Attire/Neatness/Cleanliness		
b. Poise/Self-Control		
c. Punctuality/Dependability/Initiative		
d. Collaboration		
Designs/Plans and Implements/Manages Instruction		
a. Preplanned/Prepared		
b. Aligned with Kentucky's Core Academic Standards		
c. Planned for Learning and Cultural Diversity		
d. Formative and Summative Assessments		
e. Multiple Levels and Higher Order Thinking Tasks		
f. Integration of Multimedia and Electronic Technologies		
g. Connections with Real-Life Situations		
h. Inter-Disciplinary Connections		
i. Engages Students at All Levels		
Knowledge Of Content		
a. Communicates Accurate Knowledge Of Content		
b. Oral/Written Expression		
c. Summarizes, Reviews, Assesses		
d. Uses Community/Student/Other Resources		
e. Identifies (Students'/Own) Misconceptions		
f. Guides Student Understanding from Various Perspectives		
Learning Climate/Classroom Management		
a. Voice/Diction		
b. Vitality/Enthusiasm		
c. Facilitates Mutual Respect		
d. Communicates High Expectations		
e. Positive Classroom Management/Fosters Self-Control		
f. Creative/Flexible Use of Time, Space, Materials		
Assessment		
a. Uses Multiple Assessments/Data Sources		
b. Uses/Analyzes Assessment to Improve Instruction		
c. Communicates Assessment Results to Students		
d. Promotes Self-Assessment		
Reflection/Professional Development		
a. Reflects on Teaching		
b. Plans and Implements Changes Based on Reflection		
c. Accepts Critical Comment/Supervision		
General Rating/Professional Potential/Final Evaluation		

Teacher Candidate _____   Subject(s)/Grade Taught: _____

Dates: Began _____   Ended _____   School/System City, State _____

Signature, Cooperating Teacher _____ Date _____   Evaluation: Pass _____ Fail _____

Teacher Candidate _____ Date _____

*Please provide a <u>detailed appraisal</u> of your Teacher Candidate's performance overall during the period of this clinical practice experience. This evaluation should include: comments indicating <u>specific strengths</u> and comments indicating <u>specific areas for growth</u>. This information will become part of the Teacher Candidate's permanent record in the School of Education at Brescia University. If possible, please use this form to prepare a typewritten or word-processed narrative evaluation. If you cannot use this form, or if you need additional space, please write **<u>See Attached</u>** in the space below and complete the identifying information located at the bottom of this form. Then attach whatever format you determine appropriate to convey the required data regarding the overall performance of this teacher candidate.*

Please submit via your Teacher
Candidate Edu #14, Edu #15, and
Edu #25a evaluations in the
envelope provided, sealing and
signing across the flap or by
mailing them to:

_____
Cooperating Teacher

Chairperson
Brescia University
School of Education
717 Frederica Street - A357
Owensboro KY 42301

_____
Date

_____
School

_____
School Address