Campbellsville University Educator Preparation Program Assessment Coversheet Standard 1 CAP 4 Portfolio

The **CAP 4 Portfolio** is relevant to all components of standard 1.1, 1.2, some indicators are relevant to diversity and technology (as indicated).

All candidates complete this assessment. Early Childhood candidates use the same process, however, they are measured on IECE KTS, which are aligned to KTPS/inTASC.

The purpose of the CAP 4 portfolio is to demonstrate candidates' understanding of the ten InTASC standards in learner and learning, content, instructional practice, and professional responsibility. Additionally, the purpose is to demonstrate candidates' use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.

In 2014-2015, 2015-2016, and 2016-2017, the scores for the CAP 4 portfolio range from 1 to 3. Candidates must score a minimum of two on all standards on the rubric. Scorers are encouraged to provide actionable feedback to candidates regarding strengths and improvement needs.

Elements of the CAP 4 portfolio relevant to standard 1.1 include unit plans related to the InTASC standards for K-12 and IECE standards for IECE candidates.

Elements of the CAP 4 portfolio relevant to standard 1.2 include pre-professional growth plan related to InTASC standards for K-12 and IECE standard seven for IECE candidates. Unit preassessment/postassessment comparisons, data analysis and interpretation also are relevant. IECE standards 1,3,4,5,9 are measured by the unit. InTASC standards 6t, 7p, and 9l are relevant standards measured by the unit. Additionally, the classroom management plan.

Elements of the CAP 4 portfolio relevant to standards 1.3 include unit plans and assessments, and summative evaluation of student teaching.

Elements of the CAP 4 portfolio relevant to standard 1.4 include the unit and PPGP, which demonstrates candidate skills and commitment that afford all P-12 students access to rigorous college and career ready standards.

Elements of the CAP 4 portfolio relevant to standard 1.5 include the unit in which candidates model and apply technology as they design, implement, and assess learning experiences to engage students and improve learning and enrich professional practice.

Furthermore, CAP 4 Portfolio data is analyzed by the entire School of Education faculty every October and April to uncover trends, areas of strength, and areas of growth for our candidates as a whole. The data analysis is aggregated by semester and disaggregated by program and site as needed. This data analysis includes examining the mean, standard deviation, and comparison to mean.

School of Education faculty and Local Education Authorities (LEAs), including district level administrators, school principals, National Board Certified Teachers, or guidance counselors, use the rubric to provide summative feedback. Stakeholders are trained to use the assessment by completing a portfolio training power point. While viewing the power point, stakeholders view sample portfolio items and score them based on the criteria explained. Next, the facilitator shares the accepted scores. Finally, stakeholders have the opportunity to compare their scores to the accepted scores and discuss differences that occur. Stakeholders look at all standards and indicators to determine a score for each indicator and then a holistic score for each standard. At this time, they are encouraged to provide feedback as needed.

Interrater reliability was established in fall 2018 by having multiple raters for a subset of submissions.

Validity for the P-12 portfolio was determined using Lawshe's method by School of Education faculty and P-12 partners. For standards 1-9, agreement was above the required level based on the number of participants as established by Lawshe. The overall CVI was .81 (n=18). Standard ten was scored below the required score because many participants did not believe student teachers should be responsible for leading the school. However, this is a KTS, so it is an area we are required to assess so we could not eliminate the standard.

Validity for the IECE portfolio was determined using Lawshe's method by School of Education faculty and P-12 partners. For each standard, agreement was above the required level based on the number of participants as established by Lawshe. The overall CVI was 1.0.

In spring 2018, the EPP co-created and piloted a new CAP portfolio rubric based on the KTPS/InTASC standards. Scores for the new CAP 4 portfolio range from 1 to 4. Candidates must score a minimum of two on all holistic standards on the rubric. In fall 2018, the new portfolio was implemented for all P-12 programs. All scorers were trained online to utilize the new rubric. Scorers are encouraged to provide actionable feedback to candidates regarding strengths and improvement needs. Inter-reliability was ensured by having multiple raters for a subset of submissions and will be conducted every fall semester.

The proprietary nature of the assessment assures content validity. However, to strengthen evidence, the EPP conducted Lawshe's method again utilized by School of Education and P-12 partners. For each standard, agreement was above the required level based on the number of participants as established by Lawshe. The overall CVI was .63. (n=23).

Data for 2014-2015, 2015-2016, 2016-2017 can be found in Evidence Document 8, CAP 4 Portfolio Assessments.

See Component 1.1, Evidence Document 8 for an examples of the old CAP 4 Portfolio rubric based on KTS standards, the new CAP 4 Portfolio based on KTPS/InTASC standards, and the CAP 4 Portfolio based on KTS IECE standards.

Links to student samples:

https://drive.google.com/drive/folders/1C4u9sOdhr2yIHRq8mZKoIzA04F0g0nCC?usp=sharing https://drive.google.com/drive/folders/1nkZRg-384LgVzMNPahaPm53DpYBBeK9b?usp=sharing https://drive.google.com/drive/folders/1MK0YVAAS9qgK17AP9VSxPJ6JV M-mJ-V?usp=sharing https://drive.google.com/drive/folders/1SzhcVsYqNeVHKjIUPbcOEyIbquawSABT?usp=sharing

Campbellsville University School of Education Portfolio Evaluation Rubric

CU ID#	Major
Name	Evaluator Code
Date	Holistic Portfolio Score
Check appropriate box: CAP 3 CAP 4 CAP 7	

Directions: Record a *holistic* score for <u>each</u> standard and an *analytical* score for each indicator. Scoring Guide: 3=Satisfactory 2=Progress Made 1=Unsatisfactory

Important Note: Evidence for evaluating KTS 1, 2, 4, 6, 7 in CAP 4 and 7 portfolios only is located in the TPA Section of the portfolio.

General Portfolio Requirements	3	0	2	0	1	\overline{O}
a. Main Page	3	Ŏ	2	Ŏ	1	δ
b. Signed form verifying original work and permission to review	3	Ŏ	2	Ŏ	1	8
c. Self-evaluation of portfolio	3	Ŏ	2	Ŏ	1	8
d. Resume/vita	3	Ŏ	2	Ŏ	1	O
e. Educational philosophy located after the resume/vita (2 pages, size 12 font, double-spaced)	3	Ô	2	Ŏ	1	0
f. Competency in writing skills	3	Õ	2	Ŏ	1	ð

Standard 1: The Teacher Demonstrates Applied Content Knowledge	3	2	1	Score Score
a. 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	Score
b. 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 of students	Score
c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning	Uses 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 content and processes of the lesson AND make SOME contribution to student learning	Demonstrates instructional strategies that are RARELY or NEVER appropriate for content and processes of the lesson OR make NO contribution to student learning.	Score
d. 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 consider lesson content from different perspectives to extend their understanding	Score
e. Identifies and addresses students' misconceptions of content	REGULARLY identifies misconceptions related to content and addresses them during planning and instruction	SOMETIMES identifies misconceptions related to content and addresses them during planning and instruction	RARELY or NEVER identifies misconceptions related to content and addresses them during planning and instruction	Score

Standard 2: The Teacher Designs and Plans Instruction	3	2	1	Score Score
a. Develops significant objectives aligned with standards	States learning objectives that reflect key concepts of the discipline AND are aligned with local or state standards	States learning objectives that reflect key concepts of the discipline but are not aligned with local or state standards OR states learning objectives that do not reflect key concepts of the discipline	Uses objectives that are not clearly stated or are trivial AND are not aligned with local or state standards	Score
b. Uses contextual data to design instruction relevant to students	Plans and designs MOST instruction that is clearly and appropriately based on significant student, community, and/or cultural data	Plans and designs SOME instruction that is appropriately based on some student, community, and/or cultural data	Plans and designs LITTLE TO NO instruction that is based on student, community, and cultural data OR planning and design reflect biased or inappropriate use of data	Score
c. Plans assessments to guide instruction and measure learning objectives	Plans MOST assessments that guide instruction, measure learning results, and are aligned with learning objectives	Plans SOME assessments that guide instruction, measure learning results, and are aligned with learning objectives	Plans FEW assessments that guide instruction, measure learning results, and are aligned with learning objectives	Score
d. Plans instructional strategies and activities that address learning objectives for all students	Aligns MOST instructional strategies and activities with learning objectives for all students	Aligns SOME instructional strategies and activities with learning objectives for all students	Aligns FEW instructional strategies and activities with learning objectives for all students	Score
e. Plans instructional strategies and activities that facilitate multiple levels of earning	Plans MOST instructional strategies that include several levels of learning with SOME requiring higher-order thinking	Plans instructional strategies that include at least TWO levels of learning with at least ONE requiring higher-order thinking	Plans instructional strategies that do not include levels of learning OR do not require higher- order thinking	Score
Standard 3: The Teacher				Score
Creates and Maintains Learning Climate	3	2	1	Score
a. Communicates high expectations	Sets significant and challenging objectives for	Sets significant and challenging objectives for students BUT does	Does not set significant and challenging objectives for	Score

Standard 3: The Teacher Creates and Maintains Learning Climate	3	2	1	Score Score
a. Communicates high expectations	Sets significant and challenging objectives for students AND verbally/nonverbally communicates confidence in students' abilities to achieve these objectives.	Sets significant and challenging objectives for students BUT does not communicate confidence in students' ability to achieve these objectives	Does not set significant and challenging objectives for students AND does not communicate confidence in students	Score
b. Establishes a positive learning environment	Establishes clear standards of conduct, shows awareness of student behavior, AND responds in ways that are both appropriate and respectful to students	Makes efforts to establish standards of conduct, and monitor and respond to student behavior, BUT efforts are ineffective and or appropriate	Does not establish clear standards for student conduct, AND does not effectively monitor behavior, AND does not appropriately respond to behavior	Score
c. 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	Score
d. 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 OR does not monitor students	Does not treat all students with respect and concern AND does not monitor students	Score
e. 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	Score

Standard 4: The Teacher Implements and Manages Instruction	3	2	1	Score Score
a. Uses a variety of instructional strategies that align with learning objectives and actively engage students	Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives	Uses a variety of instructional strategies that engage students throughout the lesson on tasks BUT are not aligned with learning objectives OR tasks are aligned with learning objectives BUT do not keep students engaged	Uses instructional strategies that do not engage students AND are not aligned with learning objectives	Score
b. Implements instruction based on diverse student needs and assessment data	Implements instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances when needed	Implements instruction based on diverse student needs and assessment date BUT does not adapt instruction to unanticipated circumstances when needed	Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances when needed	Score
c. 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 there is SOME UNNECESSARY loss of instructional time	Fails to establish consistent procedures for performing non-instructional tasks, handling materials and supplies, managing transactions, and organizing and monitoring group work resulting in significant loss of instructional time	Score
d. 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	Score
e. Implements and manages instruction in ways that facilitate higher- order thinking	CONSISTENTLY uses a variety of appropriate strategies to facilitate higher-order thinking	SOME instruction promotes higher-order thinking	LITTLE or NO instruction promotes higher-order thinking	Score
Standard 5: The Teacher Assesses and Communicates	3	2	1	Scor

Standard 5: The Teacher Assesses and Communicates	3	2	1	Score
Learning Results a. Uses pre-assessments	Uses a variety of pre- assessments to establish	SOMETIMES uses pre- assessments to establish baseline	DOES NOT USE pre- assessments to establish baseline	_ Score Score
b. Uses formative	baseline knowledge and skills for all students	knowledge and skills for all students	knowledge and skills for all students	
assessments	Uses a variety of formative assessments to determine each student's progress and guide instruction	Uses SOME formative assessments to determine each student's progress and guide instruction BUT offers LITTLE variety	Does not use a variety of formative assessments to determine each student's progress and guide instruction AND offers NO variety	Score
c. Uses summative assessments	Uses varied summative assessments to determine each student's progress	Uses LITTLE variety in summative assessments to determine each student's progress	Uses NO variety in summative assessments to determine each student's progress	Score
d. Describes, analyzes, and evaluates student performance data	Analyzes assessment data to guide instruction and learning and measure learning progress	Analyzes assessment data to guide instruction and learning OR to measure learning progress	Does not analyze assessment data to guide instruction OR measure learning progress	Score
c. Communicates learning results to students and parents	Communicates learning results to students AND parents in a meaningful and timely manner	Communicates learning results to students OR parents in a meaningful and timely manner	Does not communicate learning results to students AND parents in a meaningful and timely manner	Score
f. Allows opportunity for student self-assessment	CONSISTENTLY promotes opportunities for students to engage in accurate self-assessment of learning	SOMETIMES promotes opportunities for students to engage in accurate self-assessment of learning	RARELY OR NEVER promotes opportunities for students to engage in accurate self-assessment of learning	Score

Standard 6: The Teacher				Score
Demonstrates the Implementation of Technology	3	2	1	Score
a. Uses available technology to design and plan instruction	REGULARLY uses technology to design and plan instruction	SOMETIMES uses technology to design and plan instruction	RARELY or NEVER uses technology to design and plan instruction	Score
b. Uses available technology to implement instruction that facilitates student learning	REGULARLY uses technology to implement instruction and facilitate student learning	SOMETIMES uses technology to implement instruction and facilitate student learning	RARELY or NEVER uses technology to implement instruction and facilitate student learning	Score
c. Integrates student use of available technology into instruction	REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	SOMETIMES integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	RARELY or NEVER integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	Score
d. Uses available technology to assess and communicate student learning	REGULARLY uses technology to assess and communicate student learning	SOMETIMES uses technology to assess and communicate student learning	RARELY or NEVER uses technology to assess and communicate student learning	Score
e. Demonstrates ethical use of technology	Ensures that personal use and student use of technology are ethical and legal	Ensures that personal use OR student use of technology are ethical and legal	DOES NOT ensure that personal use OR student use of technology is ethical and legal	Score
Standard 7: Reflects on and Evaluates Teaching and	3	2	1	Score
Learning a. Uses data to reflect on	REGULARLY reflects on and	COMETRATES C. /	DADELY MEYER	Score
and evaluate student learning	evaluates student learning using appropriate data	SOMETIMES reflects on and evaluates student learning using appropriate data	RARELY or NEVER reflects on and evaluates student learning using appropriate data	Score
b. Uses data to reflect on and evaluate instructional practice	REGULARLY reflects on and evaluates instructional practice using appropriate data	SOMETIMES reflects on and evaluates instructional practice using appropriate data	RARELY or NEVER reflects on and evaluates instructional practice using appropriate data	Score
c. Uses data to reflect on and identify areas for professional growth	REGULARLY identifies areas for professional growth using appropriate data	SOMETIMES identifies areas for professional growth using appropriate data	RARELY or NEVER identifies areas for professional growth using appropriate data	Score
Standard 8: Collaborates				Score
with Colleagues/ Parents/ Others	3	2	1	Score
a. Identifies students whose learning could be enhanced by collaboration	Identifies ONE or more students whose learning could be enhanced by collaboration and provides an appropriate rationale	Identifies ONE or more students whose learning could be enhanced by collaboration, but does not provide an appropriate rationale	Fails to identify a student whose learning could be enhanced by collaboration	Score
b. Designs a plan to enhance student learning that includes all parties in the collaborative effort	Designs a plan to enhance student learning that includes ALL parties in the collaborative effort	Designs a plan to enhance student learning that includes SOME parties in the collaborative effort	Does not design a plan OR the plan does not enhance student learning	Score
c. Implements planned activities that enhance student learning and engages all parties	Implements planned activities that enhance student learning AND engage ALL parties	Implements planned activities that enhance student learning AND engage SOME parties	Does not implement planned activities OR plan does not enhance student learning	Score
d. Analyzes data to evaluate the outcomes of collaborative effort	Analyzes student learning data to evaluate the outcomes of collaboration AND identifies next steps	Analyzes student learning data to evaluate the outcomes of collaboration BUT does not identify next steps	Does not evaluate outcomes of collaboration OR does not analyze student learning data to evaluate outcomes of collaboration	Score

Standard 9: Evaluates Teaching and Implements Professional Development	3	2	1	Score Score
a. Self-assesses performance relative to Kentucky's Teacher Standards	THOROUGHLY and ACCURATELY assesses current performance on all Kentucky Teacher Standards	PARTIALLY assesses current performance on some Kentucky Teacher Standards	Does not assess current performance on Kentucky Teacher Standards	Score
b. Identifies priorities for professional development based on data from self- assessment, student performance and feedback from colleagues	Identifies priority areas for growth based on self- assessment, student performance, AND feedback from colleagues	Identifies priority areas for growth based on self-assessment, student performance OR feedback from colleagues	Does not identify priority areas OR identified areas are not based on any self- assessment, student performance or feedback from colleagues	Score
c. Designs a professional growth plan that addresses identified priorities	Designs a clear, logical professional growth plan AND addresses all identified priorities	Designs a professional growth plan that is somewhat clear and logical and addresses all identified priorities OR only clearly and logically addresses some identified priorities	Designs a professional growth plan that is not clear and logical AND does not address identified priorities	Score
d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	Shows CLEAR evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows SOME evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows LITTLE evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Score

Standard 10: Provides Leadership Within School/Community/	3	2	1	Score Score
Profession	İ			00010
a. Identifies leadership opportunities that enhance student learning and/or professional environment of the school	Identifies leadership opportunities in the school and selects one for a leadership project that has BOTH the potential for positive impact on learning and/or the professional environment of the school and is realistic in terms of knowledge, skill, and time needed for completion	Identifies leadership opportunities and selects one for leadership project that has potential for positive impact BUT is unrealistic OR the project is realistic BUT has limited potential for positive impact	Does not identify leadership opportunities that have real potential for impact on either the learning or professional environment	Score
b. Develops a plan for engaging in leadership activities	Develops a work plan for a leadership project that CLEARLY describes the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment	Develops a work plan for a leadership project that provides a LIMITED description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment	Develops a work plan for a leadership project that provides a SUPERFICIAL description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment OR has developed no plan	Score
c. Implements a plan for engaging in leadership activities	Implements a well-organized leadership plan that has a clear timeline of events/actions AND a clear description of how impact will be assessed	Implements a well-organized leadership plan that has a clear timeline of events/actions BUT lacks a clear description of how impact will be assessed	Implements a poorly organized leadership plan that does NOT have a clear timeline of events/actions AND lacks a clear description of how impact will be assessed OR does not implement leadership plan	Score
d. Analyzes data to evaluate the results of planned and executed leadership efforts	REGULARLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	OCCASIONALLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	RARELY or NEVER analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	Score



School of Education Empowerment for Learning

CAP 3 and 4 Portfolio

Candidate Name:			ID #:
Holistic Score:			
portfolio will be completed in ED 4 Standards/Interstate Teacher Asses	o is to document the candidate's best 414 and scored by CU faculty. Candi sment and Support Consortium Stand 12 on all indicators for these standard	dates must score a minimum of 2 in dards (KTPS/InTASC). Standards 3	all 10 Kentucky Teacher Performance
student teaching. The CAP 4 portfo Kentucky Teacher Performance Sta	o is to document the candidate's best olio is scored by public school leader andards/Interstate Teacher Assessment icators. Candidates must score a 2 on	s and administrators. Candidates mus nt and Support Consortium Standard	st score a minimum of 2 in all 10 s (KTPS/InTASC) Standards 3 4 5
The following artifacts are required	components of the portfolio:		
Rationales for 10 KTPS. Taught Unit Classroom Management Video Link with Lesson Pre-Professional Growth Professional Involvemer Collaboration and Comm Self-Dispositions, Dispo Self-evaluation of Rubri Other items as needed Progression for Standards 1 and 2 1.1The teacher understands how and across the cognitive, linguis challenging learning experience	Plan and Reflection a Plan at Log nunication Log sitions from Faculty c 2: Learner Development and Learn t learners grow and develop, recognitic, social, emotional, and physical a	ning Differences Standa	rds One and Two Score:
1	2	3	4
Meets one expectation for a 2, but not all.	Meets two of the following expectations: Drawing on her/his	Mects all of the following expectations: Drawing on her/his	Meets all expectations for a 3 AND at least one of the following:
	understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust learning (1a, 7i, 9d)	understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust learning (1a, 7i, 9d)	The teacher builds mental models of variations in typical development based on experience with each learner and uses those models to adjust instruction (1d) The teacher incorporates the

The teacher actively seeks out

information about learner

interests in order to engage

learners in developmentally

The teacher incorporates the perspectives of the child and

her/his family/community to

integrate new resources and

strategies for learner

development (1j, 1k, 9d)

The teacher actively seeks out

information about learner

interests in order to engage

learners in developmentally

appropriate learning experiences (1b)

The teacher engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker (1, 1j) appropriate learning experiences (1b)

The teacher engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker (1, 1 i) The teacher seeks and uses inschool and out-of-school resources to support and accelerate each student's learning and development (1j, 1k, 8n, 9d)

The teacher identifies individual learner development and calibrates learning experiences, using an appropriate balance of support and challenge, to move learners toward their next levels of development (1f)

2. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Meets one or two expectations for a 2, but not all.

Meets at least three expectations for a 3.

Drawing upon her/his understanding of second language acquisition, exceptional needs, and learners' background knowledge, the teacher observes individuals and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences (1g, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2l, 2m, 2o)

Recognizing how diverse learners process information and develop skills, the teacher incorporates multiple approaches to learning that engage a range of learner preferences (2a, 2d, 2g, 2h, 2m, 8p)

Using information on learners' language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners (1g, 2,b, 2e, 2g, 2i, 2j, 2l, 2m, 2o, 8p)

The teacher applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s, and other legal requirements, seeking advice and support from specialized support staff and families (2f)

The teacher follows a process, designated by a school or district, for identifying and addressing learner needs (e.g. RTI) and documents learner progress (2f, 2g)

Meets all of the following expectations:

Drawing upon her/his understanding of second language acquisition, exceptional needs, and learners' background knowledge, the teacher observes individuals and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences (1g, 2b, 2c, 2d, 2e, 2f, 2g, 2h, 2i, 2j, 2l, 2m, 2o)

Recognizing how diverse learners process information and develop skills, the teacher incorporates multiple approaches to learning that engage a range of learner preferences (2a, 2d, 2g, 2h, 2m, 8p)

Using information on learners' language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners (1g, 2,b, 2e, 2g, 2i, 2j, 2l, 2m, 2o, 8p)

The teacher applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s, and other legal requirements, seeking advice and support from specialized support staff and families (2f)

The teacher follows a process, designated by a school or district, for identifying and addressing learner needs (e.g. RTI) and documents learner progress (2f, 2g)

Indicator Score:

Meets all expectations for a 3 AND at least one of the following:

The teacher continuously expands and deepens his/her understanding of differences and their impact on learning, using interactions with learners and data on learner performance to set goals for individual student learning, to monitor progress, and to adjust instruction (2g, 2h, 2l, 2m)

The teacher responds to student learning cues by pacing and adjusting instruction, enhancing access to challenging learning experiences, and making timely provisions (e.g. task demands, communication, assessment, and response modes) for individual learners with particular learning differences or needs (2a, 2d, 2g, 2h, 2m, 2n, 3r)

The teacher engages learners in assessing their strengths and learning preferences and identifies various ways to promote each student's growth (2a, 2b, 2c, 2d, 2j, 2m, 2n)

Refining his/her understanding of language proficiency levels, the teacher develops a range of supports to assist learners in developing content understanding and language proficiency (1g, 2e, 2h, 2i, 2o)

The teacher makes strategic use of learners' primary language to support transfer of language skills and content knowledge (1g, 2i, 2j, 2m, 2o)

The teacher designs learning experiences that facilitate learners' understanding of diverse communities within and outside of their own communities (2j)

The teacher adapts instruction and uses modified materials, resources, tools, and technology to address exceptional learner needs, including those
associated with disabilities and giftedness (2a, 2b, 2f, 2g, 2l, 4f, 8n, 8r, 9d)

Standards One and Two Comments:

Progression f	or Standard	3: Learning	Environments
---------------	-------------	-------------	--------------

Standard 3	Score:	

Candidates must score a minimum of 2 for each criteria of Standard 3.

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

nteraction, active engagement in le			
3.1 The teacher works with other social interaction, active eng	s to create environments that support agement in learning, and self-motiva	individual and collaborative learnin	g, and that encourage positive Indicator Score;
1	2	3	4
Meets one expectation for a 2, but not all.	Meets two or three of the following expectations:	Meets all of the following expectations:	Meets all expectations for a 3 AND at least one of the following:
	The teacher sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families (3n) The teacher articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines	The teacher sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families (3n) The teacher articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines	The teacher collaborates with learners in setting expectations for a learning climate that include openness, mutual respect, support, and inquiry and in sharing those expectations with learners' families (3a, 3b, 3c, 3f, 3n, 3r) The teacher promotes positive peer relationships in support of the learning climate (3a, 3b, 3j, 3o)
	that support these norms (3a) The teacher communicates verbally and nonverbally in ways that demonstrate respect for each learner (3f, 3r) The teacher is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment (3f, 3r)	that support these norms (3a) The teacher communicates verbally and nonverbally in ways that demonstrate respect for each learner (3f, 3r) The teacher is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment (3f, 3r)	The teacher guides the development of classroom norms and values related to respectful interaction, full engagement in discussions, and individual responsibility for quality work (3e) The teacher models respectful interaction, verbally and nonverbally, and is responsive to the cultural backgrounds and differing perspectives learners bring to the learning environment (3a, 3f, 3l, 3n, 3r, 9e)
3.2 The teacher manages the learn	Ining environment to engage learners	actively.	Indicator Score:
Meets one expectation of a 2, but not all.	Meets one of the following expectations:	Meets both of the following expectations:	Meets all expectations for a 3 AND at least one of the following:
	The teacher manages the learning environment, organizing, allocation and coordinating resources (e.g. time, space, materials) to promote learner engagement and minimize loss of instructional time (3d, 8n)	The teacher manages the learning environment, organizing, allocation and coordinating resources (e.g. time, space, materials) to promote learner engagement and minimize loss of instructional time (3d, 8n)	The teacher actively involves learners in managing the learning environment and making full use of instructional time. S/he employs strategies to build learner self-direction and

The teacher varies learning activities to involve whole group, small group, and individual work, to develop a range of learner skills (3p)	The teacher varies learning activities to involve whole group, small group, and individual work, to develop a range of learner skills (3p)	ownership of learning (3d, 3i, 3p) The teacher provides options and resources to engage learners with subject matter and to develop their skills in both collaborative and self-directed learning (3d, 3i, 3j, 8n, 9d)
		The teacher expands the options for responsible use of interactive technologies to extend learning (3g, 3m)

Standard Three Comments:

Progression for Standard 4: Content Knowledge

Standard	4	Score:	
----------	---	--------	--

Candidates must score a minimum of 2 for each criteria of Standard 4.

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

	"		Indicator Score:
1	2	3	4
Does not adequately evidence any of the expectations for a 2.	Meets one of the following expectations:	Meets both of the following expectations:	Meets both of the expectations for a 3 AND at least one of the following:
	The teacher accurately and effectively communicates concepts, processes, and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct, and appropriate for learners (4h, 4j, 4l, 5i) The teacher draws upon his/her initial knowledge of common misconceptions in the content area, uses available resources to address them, OR consults with colleagues on how to anticipate learners' need for explanations and experiences that create accurate understanding in the content area (4e, 4k, 4r, 9d)	The teacher accurately and effectively communicates concepts, processes, and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct, and appropriate for learners (4h, 4j, 4l, 5i) The teacher draws upon his/her initial knowledge of common misconceptions in the content area, uses available resources to address them, OR consults with colleagues on how to anticipate learners' need for explanations and experiences that create accurate understanding in the content area (4e, 4k, 4r, 9d)	The teacher seeks out ways to expand or deepen his/her conterknowledge and ways of representing it for learners, presenting diverse perspectives to engage learners in understanding, questioning, and analyzing ideas (4 j, 4o, 4r) By analyzing group discourse and learner work, the teacher discovers additional learner misconceptions and uses the processes, vocabulary, and strategic tools of the discipline to build accurate and deep understanding. S/he seeks out or develops resources to fill gaps in learner understanding (4e, 4k, 4r, 9d)
content.		accessible and meaningful for learned	ers to assure mastery of the Indicator Score:
Meets one or two of the	Meets two or three of the	Meets all of the following	Meets all expectations for a 3,
expectations for a 2, but not	following expectations:	expectations:	AND at least one of the
ill.			following:
	The teacher uses multiple representations and explanations	The teacher uses multiple representations and explanations	The teacher provides multiple
ı	that capture key ideas in the	that capture key ideas in the	representations and explanations
	discipline, guide learners	discipline, guide learners	of key ideas, with connections to
	through learning progressions,	through learning progressions,	varied learner background
	and promote each learner's	and promote each learner's	knowledge and experiences.
	achievement of content	achievement of content	
	standards (4a, 4j, 4n, 4r, 8e)	standards (4a, 4j, 4n, 4r, 8e)	S/he evaluates and modifies
		<u> </u>	instructional resources and
	The teacher links new concepts	The teacher links new concepts	curriculum materials when
	to familiar concepts and helps	to familiar concepts and helps	needed, to be more accessible
J	learners see them in connection	learners see them in connection	and meaningful for his/her

to their prior experiences (4d, 4r)	to their prior experiences (4d, 4r)	learners (4a, 4d, 4g, 4p, 4r, 8e, 9d)
The teacher models and provides opportunities for learners to understand academic language and use vocabulary to engage in and express content learning (4c, 4h, 4o) The teacher makes academic language accessible to learners with different linguistic backgrounds (4g)	The teacher models and provides opportunities for learners to understand academic language and use vocabulary to engage in and express content learning (4c, 4h, 4o) The teacher makes academic language accessible to learners with different linguistic backgrounds (4g)	The teacher guides learners in critiquing processes and conclusions using standards of evidence appropriate to the discipline (4b, 4c, 4p) The teacher stimulates learner reflection on the connection between prior content knowledge and new ideas and concepts (4d, 4r)
		The teacher uses a variety of methods to scaffold learner use of academic language allowing learners to engage in and express complex thinking (explanation, analysis, synthesis) (4c, 4h, 4l)

Standard Four Comments:

Progression	for	Standard 5	: Application	of Content

~		
Standard	5 Score:	

Candidates must score a minimum of 2 on both criteria of Standard 5.

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

1	ts, perspectives from varied disciplin		Indicator Score:
	2	3	4
Does not adequately evidence any of the expectations for a 2.	Meets one of the following expectations:	Meets both of the following expectations:	Meets all of the expectations of a 3 AND at least one of the following:
	The teacher helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas (5i, 5j)	The teacher helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas (5i, 5j)	The teacher collaborates with a colleague(s) in another discipline(s) to create learning experiences that engage learners in working with interdisciplinary themes.
	The teacher engages learners in applying content knowledge and skills in authentic contexts (5b)	The teacher engages learners in applying content knowledge and skills in authentic contexts (5b)	S/he guides learners to apply knowledge from more than one discipline to understand a complex concept or set of concepts and/or to address a real world problem or issue (5j, 5q)
5.2 The teacher engages learners issues.	in critical thinking, creativity, collab	oration, and communication to addre	ess authentic local and global Indicator Score:
Meets one or two expectations for a 2, but not all.	Meets two of the following expectations:	Meets all of the following expectations:	Meets all of the expectations for a 3 AND at least one of the following:
	The teacher engages learners in learning and applying the critical thinking skills used in the content area(s). S/he introduces them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues (5d, 5k, 5m)	The teacher engages learners in learning and applying the critical thinking skills used in the content area(s). S/he introduces them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues (5d, 5k, 5m)	The teacher uses problems or questions to guide learner practice in applying the critical thinking skills and other tools in the content area(s). S/he reinforces learners' awareness of how they can use these skills to solve problems or answer questions (5b, 5d, 5m)

The teacher engages learners in developing literacy and communication skills that support learning in the content area(s). S/he helps them recognize the disciplinary expectations for reading different types of texts and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both (5e, 5h, 5n, 8h)

The teacher provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration, and metaphor (5h)

The teacher guides learners in gathering, organizing, and evaluating information and ideas from digital and other resources and from different perspectives (5c, 5g, 5k, 5l)

The teacher engages learners in developing literacy and communication skills that support learning in the content area(s). S/he helps them recognize the disciplinary expectations for reading different types of texts and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both (5e, 5h, 5n, 8h)

The teacher provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration, and metaphor (5h)

The teacher guides learners in gathering, organizing, and evaluating information and ideas from digital and other resources and from different perspectives (5c, 5g, 5k, 5l)

The teacher guides learners in understanding and applying literacy and communication skills in the content area(s) and helps learners reflect on how these skills support their clear communication of understanding of issues and problems in the content area(s) (5e, 5h, 5n, 8h,

The teacher supports learners in tailoring communications for different audiences and purposes, consistent with appropriate disciplinary conventions and standards of evidence and argument (5e, 5h, 5n, 8h, 8q)

The teacher guides learners in developing possible solutions to real world problems through intervention, combinations of ideas, or other creative approaches (5b, 5f, 5o)

The teacher fosters learners' abilities to question and challenge assumptions embedded in source material (5c, 5d, 5k, 5n)

The teacher engages learners in identifying and connecting with local and global people and resources relevant to a topic or question (5b, 5p)

Standard Five Comments:

Progression for Standard 6: Assessment

Candidates must score a minimum of 2 on all criteria of Standard 6.

Standard 6 Score: __

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making,

6.1 The teacher uses, designs, or adapts multiple methods of assessment to document, monitor, and support learning progress appropriate for learning goals and objectives Indicator Score: Meets one of the expectations Meets one of the following Meets both of the following Meets all of the standards for for a 2, but not all. expectations: expectations: a 3 AND at least one of the following: The teacher uses, designs, or The teacher uses, designs, or adapts a variety of classroom adapts a variety of classroom The teacher provides learners formative assessments, matching formative assessments, matching with multiple ways to the method with the type of the method with the type of demonstrate performance using learning objectives (6a, 6b, 6j, learning objectives (6a, 6b, 6j, contemporary tools and 6k, 6r, 6t) 6k, 6r, 6t) resources (6a, 6b, 6e, 6g, 6i, 6j, 60, 6r, 6t) The teacher uses data from The teacher uses data from multiple types of assessments to multiple types of assessments to The teacher uses data to guide draw conclusions about learner draw conclusions about learner the design of differentiated progress toward learning progress toward learning individual learning experiences objectives that lead to standards objectives that lead to standards and assessments (6g) and uses this analysis to guide and uses this analysis to guide

instruction to meet learner needs. S/he keeps digital and/or records to support his/her analysis and reporting of learner progress (6c, 6g, 6j, 6l, 6o, 6t) instruction to meet learner needs. S/he keeps digital and/or records to support his/her analysis and reporting of learner progress (6c, 6g, 6j, 6l, 6o, 6t) The teacher collaborates with colleagues to analyze performance on formative and summative assessments across groups of learners and engages in joint development of strategies for improving instruction and support to meet standards (6c, 6l)

6.2 The teacher uses assessment to engage learners in their own growth.

Does not adequately evidence any of the expectations for a 2.

Meets at least one of the following expectations:

The teacher engages each learner in examining samples of quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance. Using these criteria, s/he points out strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements (6d, 6f, 6n, 6o, 6q, 6r, 6s)

The teacher makes digital OR other records of learner performance so that s/he can monitor each learner's progress (6i)

Meets both of the following expectations:

The teacher engages each learner in examining samples of quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance. Using these criteria, s/he points out strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements (6d, 6f, 6n, 6o, 6q, 6r, 6s)

The teacher makes digital OR other records of learner performance so that s/he can monitor each learner's progress (6i)

Indicator Score:

Meets both of the expectations of a 3 AND at least one of the following:

The teacher engages learners in generating criteria for quality work on a particular assignment. S/he identifies key areas in the criteria on which to give individual feedback that will reinforce each learner's strengths and identifies critical next steps for growth. S/he designs learning experiences that help learners apply the feedback and strengthen their performance (6d, 6f, 6m, 6n, 6o, 6q, 6r, 6s)

The teacher makes digital and/or other records of performance available to learners so that they can monitor their progress and identify areas where they need additional practice and support (6n)

6.3 The teacher implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning Indicator Score:

Meets one or two expectations for a 3, but not all.

Meets two or three of the following expectations:

The teacher matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth (6b, 6j, 6k)

The teacher engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results (6j, 6k, 6v)

The teacher implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs (6i, 6k, 6p, 6u)

The teacher differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically (6k)

Meets all of the following expectations:

The teacher matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth (6b, 6j, 6k)

The teacher engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results (6j, 6k, 6v)

The teacher implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs (6i, 6k, 6p, 6u)

The teacher differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically (6k)

Meets all of the expectations for a 3 AND at least one of the following:

The teacher prepares learners for the content and cognitive demands of assessment formats by engaging them in identifying and applying strategies to address those demands (6h, 6p, 6g)

The teacher modifies classroom assessments and testing conditions appropriately to enable all learners, especially learners with disabilities, language learning needs, and gifts and talents to demonstrate their knowledge and skills (6e, 6i, 6p, 6t, 6u)

The teacher identifies and advocates for learners potentially needing modification or adaptations to be able to demonstrate their learning (6p, 6t, 6u)

Standard Six Comments:

Candidates must score a minimum of 2 on all criteria of Standard 7.

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

7.1 The teacher selects creates, ar	nd sequences learning experiences and ntent standards and cross-disciplinary	d performance tasks that support lear	
1	2	3	Indicator Score:
Meets one or two of the expectations for a 2, but not all.	Meets two of the following expectations:	Meets all of the following expectations:	Meets all of the expectations for a 3 AND at least one of the following:
	The teacher uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills (7a, 7g)	The teacher uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills (7a, 7g)	The teacher refines learning objectives based on an understanding of student learning progressions and his/her students' development (7c, 7l,
	The teacher plans and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to learners (7a, 7c, 7k)	The teacher plans and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to learners (7a, 7c, 7k)	The teacher plans a variety of resources and learning experiences that build cross-disciplinary skills and are matched to the experience,
	The teacher identifies learners who need additional support and/or acceleration and designs	The teacher identifies learners who need additional support and/or acceleration and designs	needs, and interests of individuals and groups (5a, 7b, 7h, 7m, 7n)
	learning experiences to support their progress (7j, 7l, 7p)	learning experiences to support their progress (7j, 7l, 7p)	The teacher plans how s/he will use technology to engage learners in meeting learning objectives (7b, 7h, 7k, 8o, 8r)
			The teacher structures time in the plan to work with learners to build prerequisite skills, support steady progress, and/or extend learning (7c)
			The teacher anticipates specific needs or misconceptions and addresses them by planning scaffolds and/or differentiated instruction (4e, 7p)
			The teacher plans learning experiences that allow for learner choice as well as for varied pathways to the same goal (7b)
	ased on information from formative a	and summative assessments as well a	
adjusts plans to meet each stud Meets one of the expectations for a 2, but not all.	Meets one of the following expectations:	Meets both of the following expectations:	Indicator Score: Meets all of the expectations of a 3 AND at least one of the following:
	The teacher plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests (7d, 7f, 7n)	The teacher plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests (7d, 7f, 7n)	The teacher aggregates and disaggregates formative and summative data, identifies patterns, and uses these data to inform planning (7f) The teacher uses data from formative assessments to adjust
	The teacher uses data from formative assessments to	The teacher uses data from formative assessments to	instruction in the moment, to modify planned scaffolds, and/or to provide additional supports/acceleration for

	identify adjustments in planning (7d, 7l, 7q)	identify adjustments in planning (7d, 7l, 7q)	individuals and groups of learners (7d, 7l)
7.3 The teacher plans instruction blearning needs	by collaborating with colleagues, spec	l cialists, community resources, famili	es, and learners to meet individual Indicator Score:
Meets one of the expectations	Meets two or three of the	Meets all of the following	Meets all of the expectations
for a 2, but not all.	following expectations:	expectations:	for a 3, AND at least one of the following:
	The teacher uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning. S/he seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs (7d, 7e, 7n, 7p) The teacher uses data on learner performance over time to inform planning, making adjustments for recurring learning needs (7f, 7p) The teacher uses information from informal interactions with families to adjust his/her plans and to incorporate home-based resources to provide further support (7o, 7q)	The teacher uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning. S/he seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs (7d, 7e, 7n, 7p) The teacher uses data on learner performance over time to inform planning, making adjustments for recurring learning needs (7f, 7p) The teacher uses information from informal interactions with families to adjust his/her plans and to incorporate home-based resources to provide further support (7o, 7q)	The teacher uses learner performance data and her/his knowledge of learners to identify specific learning needs of individuals and groups. S/he collaborates with specialists, colleagues, and other learners to plan specific interventions to support or advance learning to meet those needs, thus continually expanding his/her repertoire of strategies (7m, 7o, 7p) The teacher works collaboratively with families to plan ways to meet the needs of learners, incorporating and using assets in the family and community that support learner goals (7e, 7m, 7o)

Standard Seven Comments:

Progression for Standard 8: Instructional Strategies

Standard 8 Score:

Candidates must score a minimum of 2 on both criteria of Standard 8.

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

8.1 The teacher understands and uses a variety of instructional strategies and makes learning accessible to all learners.					
			Indicator Score:		
_1	2	3	4		
Meets at least three of the	Meets two or three of the	Meets all of the following	Meets all of the expectations		
expectations for a 2, but not	following expectations:	expectations:	for a 3, AND at least one of the		
all.			following:		
	The teacher directs students'	The teacher directs students'			
	learning experiences through	learning experiences through	The teacher varies her/his role in		
	instructional strategies linked to	instructional strategies linked to	the instructional process, acting		
	learning objectives and content	learning objectives and content	as an instructor, facilitator,		
	standards (7k)	standards (7k)	coach, and learner in response to		
			the content and purposes of		
	The teacher makes the learning	The teacher makes the learning	instruction (7k, 8a, 8d, 8s)		
	objective(s) explicit and	objective(s) explicit and			
	understandable to learners,	understandable to learners,	The teacher offers learners		
	providing a variety of graphic	providing a variety of graphic	choices about the topic and		
	organizers, models, and	organizers, models, and	formats for major projects. S/he		
	representations for their learning	representations for their learning	provides options for extensions		
	(8a, 8e, 8m)	(8a, 8e, 8m)	and independent projects to		
			challenge learners and to build		
	As appropriate to the learning	As appropriate to the learning	their critical and creative		
	objective, the teacher prepares	objective, the teacher prepares	thinking skills (5a, 5o)		
	learners to use specific content-	learners to use specific content-			

related processes and academic language. S/he also incorporates strategies to build group work skills (4j)

The teacher analyzes individual learning needs (e.g. language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs (7j, 8b, 8l, 8p)

related processes and academic language. S/he also incorporates strategies to build group work skills (4j)

The teacher analyzes individual learning needs (e.g. language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs (7j, 8b, 8l, 8p)

The teacher engages individuals and groups of learners in identifying their strengths and specific needs for support and uses this information to adapt instruction (7j)

The teacher scaffolds student learning of academic language in the content area(s) (91)

The teacher supports learners' use of their primary language to facilitate the transfer of language skills and content knowledge from the primary language to the target language (8k, 8m, 8p)

8.2 The teacher encourages learners to develop deep understanding of content areas, makes connections across content, and applies content knowledge in meaningful ways.

Indicator Score:

Meets two of the expectations for a 2, but not all.

Meets two or three of the following expectations:

The teacher helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. S/he helps students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience (8g, 8j, 8n, 80, 8t)

The teacher poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting (8f, 8g, 8q)

The teacher models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so (8e, 8m, 8q)

The teacher develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification (8i, 8q)

Meets all of the following expectations:

The teacher heips learners use a variety of sources and tools, including technology, to access information related to an instructional objective. S/he helps students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience (8g, 8j, 8n, 8o, 8r)

The teacher poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting (8f, 8g, 8q)

The teacher models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so (8e, 8m, 8q)

The teacher develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification (8i, 8a)

Meets all expectations for a 3 AND at least one of the following:

The teacher engages learners in using learning skills (e.g. critical and creative thinking skills, study skills, managing goals and time) and technology tools to access, interpret, and apply knowledge that promotes learners' understanding of the learning objective(s) (8j, 8, 8r)

The teacher develops learners' abilities to pose questions that can guide individual and group exploration of concepts and their application. S/he engages learners in demonstrating multiple ways to explain a concept or perform a process related to an instructional objective(s) (8f, 8m, 8q)

The teacher models higher order questioning skills related to content areas (eg generating hypotheses, taking multiple perspectives, using metacognitive processes) and engages learners in activities that develop these skills (8f, 8l, 8m)

The teacher engages learners in expanding their abilities to use group discussion to learn from each other and to build skills of interpretation, perspective taking, and connection-making grounded in content (8i, 8m, 8q)

Standard Eight Comments:

Progressions for Standard 9: Professional Learning and Ethical Practice

Candidates must score a minimum of 2 on all criteria of Standard 9.

Standard 9 Score: _____

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effect of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

	tinuous professional learning to more	orrows, or a most me modes or each r	earner Indicator Score:
1	2	3	4
Meets one of the expectations for a 2, but not all.	Meets two of the following expectations:	Meets all of the following expectations:	Meets all of the expectations for a 3 AND at least one of the
,	The teacher engages in	The teacher engages in	following:
	structured individual and group	structured individual and group	Based on reflection and other
	professional learning	professional learning	sources of feedback, the teacher
	opportunities to reflect on, identify, and address	opportunities to reflect on,	takes responsibility for his/her
	improvement needs and to	identify, and address improvement needs and to	self-assessment of practice and ongoing professional learning by
	enable him/her to provide all	enable him/her to provide all	seeking out and participating in
	learners with engaging	learners with engaging	professional learning
	curriculum and learning	curriculum and learning	experiences to address identified
	experiences (5r, 9a, 9b, 9k, 9n, 10f, 10t)	experiences (5r, 9a, 9b, 9k, 9n, 10f, 10t)	needs and areas of professional interest (9a, 9b, 9k, 9n, 10t)
	The teacher completes professional learning processes	The teacher completes	The teacher engages in
	and activities required by the	professional learning processes and activities required by the	professional learning experiences that broaden her/his
	state in order to meet	state in order to meet	understanding of learner
	certification or licensure	certification or licensure	development and diverse needs
	requirements (9b, 9k, 9n, 10t)	requirements (9b, 9k, 9n, 10t)	in order to increase the level of personalization of practice (9b,
	The teacher actively seeks	The teacher actively seeks	91)
	professional, community, OR	professional, community, OR	
	technological resources, within and outside the school, as	technological resources, within and outside the school, as	
	supports for analysis, reflection,	supports for analysis, reflection,	
	and problem-solving (9d)	and problem-solving (9d)	
	<u> </u>	3 (3)	
meet learners' needs.	continuously evaluate the effects of		Indicator Score:
Meets one of the expectations for a 2, but not all.	Meets two of the following expectations:	Meets all of the following expectations:	Meets all of the expectations for a 3 AND at least one of the following:
	The teacher observes and	The teacher observes and	iono wing.
	reflects upon learners' responses	reflects upon learners' responses	The teacher reflects on and
	to instruction to identify areas	to instruction to identify anses	
		to instruction to identify areas	analyzes a wide range of
	and set goals for improved practice (7p, 9c, 9g, 9l)	and set goals for improved practice (7p, 9c, 9g, 9l)	cvidence (e.g. feedback from families, students, and learners'
	and set goals for improved practice (7p, 9c, 9g, 9l)	and set goals for improved practice (7p, 9c, 9g, 9l)	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes,	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes,	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c)
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues, and
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues, and community members and to
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues, and
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues, and community members and to apply it to improve practice (9i,
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues, and community members and to apply it to improve practice (9i, 10i) The teacher collaborates with others to gather, synthesize, and
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues, and community members and to apply it to improve practice (9i, 10i) The teacher collaborates with others to gather, synthesize, and analyze data to adapt planning,
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues, and community members and to apply it to improve practice (9i, 10i) The teacher collaborates with others to gather, synthesize, and analyze data to adapt planning, instructional practices, and other
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues, and community members and to apply it to improve practice (9i, 10i) The teacher collaborates with others to gather, synthesize, and analyze data to adapt planning, instructional practices, and other professional behavior to better
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g, 9h, 9k, 9l, 9n)	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues, and community members and to apply it to improve practice (9i, 10i) The teacher collaborates with others to gather, synthesize, and analyze data to adapt planning, instructional practices, and other professional behavior to better meet individual learner needs
0.3 The teacher practices the prof	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g, 9h, 9k, 9l, 9n)	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues, and community members and to apply it to improve practice (9i, 10i) The teacher collaborates with others to gather, synthesize, and analyze data to adapt planning, instructional practices, and other professional behavior to better meet individual learner needs (9a, 9b, 9c, 9h, 9n, 10i, 10t)
Meets at least four of the	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g, 9h, 9k, 9l, 9n) fession in an ethical manner. Meets four or more of the	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g,	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues, and community members and to apply it to improve practice (9i, 10i) The teacher collaborates with others to gather, synthesize, and analyze data to adapt planning, instructional practices, and other professional behavior to better meet individual learner needs
	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g, 9h, 9k, 9l, 9n)	and set goals for improved practice (7p, 9c, 9g, 9l) The teacher gathers, synthesizes, and analyzes a variety of data from sources inside OR outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs (9a, 9c, 9g, 9h, 9k, 9l, 9n)	evidence (e.g. feedback from families, students, and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement (9c) The teacher collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues, and community members and to apply it to improve practice (9i, 10i) The teacher collaborates with others to gather, synthesize, and analyze data to adapt planning, instructional practices, and other professional behavior to better meet individual learner needs (9a, 9b, 9c, 9h, 9n, 10i, 10t) Indicator Score:

The teacher acts in accordance The teacher acts in accordance with ethical codes of conduct with ethical codes of conduct The teacher supports colleagues and professional standards (90) and professional standards (90) in exploring and making ethical decisions and adhering to The teacher complies with laws The teacher complies with laws professional standards (90) and policies related to learners' and policies related to learners' rights and teachers' rights and teachers' The teacher supports others in responsibilities (9j, 9o) responsibilities (9j, 9o) following the laws and policies related to learners' rights and The teacher accesses The teacher accesses teachers' responsibilities (91, 90) information and uses technology information and uses technology in safe, legal, and ethical ways in safe, legal, and ethical ways The teacher anticipates how (9f, 9j, 9o) (9f, 9j, 9o) information and technology might be used in unethical or The teacher follows established The teacher follows established illegal ways and takes steps to rules and policies to ensure rules and policies to ensure prevent the misuse of learners access information and learners access information and information and technology (80, technology in safe, legal, and technology in safe, legal, and 8r, 9f, 9o) ethical ways (9f) ethical ways (9f) The teacher uses a deepening The teacher recognizes how The teacher recognizes how understanding of cultural, ethnic, his/her identity affects his/her identity affects gender, and learning differences perceptions and biases and perceptions and biases and to reflect on the needs of reflects on the fairness and reflects on the fairness and learners and to design and equity of his/her decisions (4q, equity of his/her decisions (4q, implement strategies to better 9e, 9m) 9e, 9m) meet the needs of learners (9e. 9m) The teacher accesses resources The teacher accesses resources to deepen his/her understanding to deepen his/her understanding of the cultural, ethnic, gender, of the cultural, ethnic, gender, and learning differences among and learning differences among learners and their communities learners and their communities (9e) The teacher reflects on the needs The teacher reflects on the needs of individual learners and how of individual learners and how well they are being addressed, well they are being addressed, seeking to build support for all seeking to build support for all learners (91) learners (91)

Standard Nine Comments:

Progressions for Standard 10: Leadership and Collaboration

Standard 10 Score: _____

Candidates must score a minimum of 2 on both criteria of Standard 10.

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

1	2	3	Indicator Score:
Meets two of the expectations for a 3, but not all.	Meets two or three of the following expectations:	Meets all of the following expectations:	Meets all of the expectations of a 3 AND at least one of the following:
	The teacher participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners (10a, 10n, 10r)	The teacher participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners (10a, 10n, 10r)	The teacher collaborates with colleagues on the instructional team(s) to probe data and seek and offer feedback on practices that support learners (10a, 10b,
	The teacher participates in school-wide efforts to implement a shared vision and contributes to a supportive culture (10a, 10c, 10n, 10o, 10p, 10r)	The teacher participates in school-wide efforts to implement a shared vision and contributes to a supportive culture (10a, 10c, 10n, 10o, 10p, 10r)	10f, 10n, 10, 10r) The teacher engages in school-wide decision making with colleagues to identify common goals, and monitor and evaluate progress toward those goals

The teacher elicits information The teacher elicits information (10a, 10c, 10l, 10n, 10o, 10p, about learners and their about learners and their 10r) experiences from families and experiences from families and communities and uses this communities and uses this The teacher works with families ongoing communication to ongoing communication to to develop mutual expectations support learner development and support learner development and for learner performance and growth (10d, 10m, 10q) growth and how to support it growth (10d, 10m, 10q) (10d, 10g, 10m, 10n, 10o, 10q) The teacher uses technology and The teacher uses technology and other forms of communication to other forms of communication to Working with school colleagues, develop collaborative develop collaborative the teacher connects families relationships with learners, with community resources that relationships with learners, families, colleagues, and the families, colleagues, and the enhance student learning and local community (8h, 10d, 10g) family well-being (91, 10b, 10d, local community (8h, 10d, 10g) 10e, 10m, 10n, 10o, 10r) The teacher structures interactions between learners and their local and global peers around projects that engage them in deep learning (5a) The teacher builds ongoing communities of support for student learning, through exchanging information, advice, and resources with families and colleagues (91, 10m, 10n, 10o, 10q) 10.2 The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession. Indicator Score: Does not adequately evidence Meets one of the following Meets both of the following Meets both of the expectations any of the expectations for a 2. expectations: expectations: of a 3 AND at least one of the following: The teacher leads in his/her own The teacher leads in his/her own classroom, assuming classroom, assuming The teacher works with other responsibility for and directing responsibility for and directing school professionals to plan and student learning toward high student learning toward high jointly facilitate ongoing expectations (91) expectations (91) learning to better meet diverse needs of learners (8p, 10a, 10b, The teacher makes practice The teacher makes practice 10n, 10r) transparent by sharing plans and transparent by sharing plans and inviting observations and inviting observations and The teacher contributes to the feedback (10r) feedback (10r) growth of others through mentoring, feedback, and/or sharing of practice (10k, 10r) The teacher collaborates with colleagues to jointly conduct action research and share results with the learning community (10a, 10k, 10n, 10r)

Standard Ten Comments:

Campbellsville University School of Education

Portfolio Evaluation Rubric

	Interdisciplinary Early Childhood Education Program	
CU ID#	Major	
Name	Evaluator Code	
Date Check appropriate box:	CAP 3 CAP 4	

Directions: Record a holistic score for each standard and an analytical score for each indicator.

Scoring Guide: 3=Satisfactory

2=Progress Made

1=Unsatisfactory

General Portfolio Requirements	3 2 1
a. Cover Page	3 2 1
b. Signed form verifying original work and permission to review	3 2 1
c. Self evaluation of portfolio	3 2 1
d. Resume/vita	3 2 1
e. Educational philosophy located after the resume/vita (2 pages, size 12 font, double-spaced)	3 2 1
f. Represents competency in writing skills	3 2 1

Standard I: The IECE Educator Designs and Plans Instruction	3	2	1	Score
a. Design for all children developmentally appropriate, comprehensive curriculum, instruction and learning outcomes aligned with program, school, district, state, and/or federal goals.	Plans and designs MOST instruction appropriate for the developmental levels of all children including those with disabilities AND CONSISTENTLY aligns learning outcomes with local, state and/or federal goals	Plans and designs SOME instruction appropriate for the developmental levels of all children including those with disabilities AND aligns MOST learning outcomes with local, state, and/or federal goals	Plans and designs LITTLE TO NO instruction that is developmentally appropriate for all children including those with disabilities with FEW learning outcomes aligned with local, state, and/or federal goals	Score
b. Include assessments that target learning outcomes	MOST assessments target learning outcomes	SOME assessments target learning outcomes	FEW or NO assessments target learning outcomes	Score
c. Individualize curriculum, instruction plans, and assessment strategies for ALL children.	Shows CLEAR evidence of ability to individualize instruction plans and assessment strategies for ALL children	Shows SOME evidence of ability to individualize instruction plans and assessment strategies for ALL children	Shows LITTLE or NO evidence of ability to individualize instruction plans and assessment strategies for ALL children	Score
d. Plan developmentally appropriate and activity- based instruction	Individually-targeted learning objectives are CLEARLY designed for children's developmental levels AND are embedded into natural routines and activities of the environment	MOST individually-targeted learning objectives are designed for children's developmental levels AND are embedded into natural routines and activities of the environment	Shows LITTLE evidence of ability to design or appropriately embed individually-targeted objectives into natural routines and activities of the environment	Score
e. Plan for the effective involvement of team members, including assistants, staff and volunteers across learning environments	Plans include a VARIETY of team members across a VARIETY of learning environments	Plans include a FEW team members or include a VARIETY of team members across in one learning environment	Plans do not reflect effective team involvement.	Score
f. Include knowledge and strategies of multiple disciplines	Plans show CLEAR knowledge and use of strategies across MULTIPLE disciplines	Plans show SOME knowledge and use of strategies across MULTIPLE disciplines	Plans show LITTLE or NO knowledge or use of strategies across MULTIPLE disciplines	Score
g. Plan experiences and instruction based on family strengths, resources, priorities, and concerns	Plans MOST intervention experiences and instruction with consideration of family strengths, resources, priorities, and concerns	Plans SOME intervention experiences and instruction with consideration of family strengths, resources, priorities, and concerns	RARELY or NEVER plans intervention experiences and instruction with consideration of family strengths, resources, priorities, and concerns	Score

Standard II: The IECE				Score
Educator Creates and	3	2	1	
Maintains Environment				
a. Maintain an emotionally	REGULARLY maintains an	SOMETIMES maintains an	RARELY maintains an	
and physically healthy and	emotionally and physically	emotionally and physically	emotionally and physically	Score
safe environment	healthy and safe environment	healthy and safe environment	healthy and safe environment	
b. Create and maintain	REGULARLY creates and	SOMETIMES creates and	RARELY creates and maintains	
consistent routines and	maintains consistent routines	maintains consistent routines	consistent routines and	
schedules that engage	and schedules that engage	and schedules that engage	schedules that engage children	Score
children and maximize	children and maximize learning	children and maximize learning	and maximize learning	
learning				
c. Facilitates smooth	REGULARLY facilitates	SOMETIMES facilitates smooth	RARELY facilitates smooth	
transition for children	smooth transitions for children	transitions for children between	transitions for children between	Score
between activities	between activities,	activities.	activities.	
d. Create and maintain	REGULARLY creates and	SOMETIMES creates and	RARELY creates and maintains	
individually appropriate,	maintains individually	maintains individually	individually appropriate,	Score
activity-based learning	appropriate, activity-based	appropriate, activity-based	activity-based learning	30010
environments	learning environments	learning environments	environments	
e. Adapt environments to	REGULARLY adapts	SOMETIMES adapts	RARELY adapts environments	
support children with	environments to support children	environments to support children	to support children with special	Scare
special needs and disabilities	with special needs and	with special needs and	needs and disabilities	Score
	disabilities	disabilities		
f. Create and maintain	REGULARLY creates and	SOMETIMES creates and	RARELY creates and maintains	
culturally responsive	maintains culturally responsive	maintains culturally responsive	culturally responsive	Score
environments to support all	environments to support all	environments to support all	environments to support all	Score
children and families	children and families	children and families	children and families	
g. Create, evaluate, and	ACCURATELY evaluates and	USUALLY evaluates and selects	RARELY evaluates AND/OR	
select technology, materials,	selects APPROPRIATE	APPROPRIATE technology,	selects INAPPROPRIATE	
and media to enhance the	technology, materials, and media	materials, and media to create an	technology, materials, and media	Score
learning environment	to create an enhanced learning	enhanced learning environment	to create an enhanced learning	
	environment		environment	
h. Use appropriate positive	REGULARLY uses appropriate,	SOMETIMES uses appropriate,	RARELY uses appropriate,	
guidance techniques to	positive guidance techniques to	positive guidance techniques to	positive guidance techniques to	Score
foster children's self-	foster children's self-regulation	foster children's self-regulation	foster children's self-regulation	50016
regulation				L
i. Design antecedent and	Designs EFFECTIVE antecedent	Makes an effort to design	Does NOT design antecedent	
consequent conditions to	and consequent conditions to	antecedent and consequent	and consequent conditions to	Score
foster child self-regulation	foster child self-regulation and	conditions to foster child self-	foster child self-regulation and	30016
and learning	learning	regulation and learning	learning or uses incorrectly	
j. Facilitate mutual respect	REGULARLY facilitates mutual	SOMETIMES facilitates mutual	RARELY facilitates mutual	
among peers through	respect among peers through	respect among peers through	respect among peers through	Score
cooperative and independent	cooperative and independent	cooperative and independent	cooperative and independent	ocore
learning activities	learning activities	learning activities	learning activities	ĺ

Standard III: The IECE Educator				Score
	3	2	1	
Implements/Manages Instruction			_	
a. Implement	DECLI ADIX I	COMPANIE I		-
developmentally	REGULARLY Implements	SOMETIMES Implements	RARELY Implements	
	developmentally appropriate,	developmentally appropriate,	developmentally appropriate,	
appropriate, comprehensive curriculum and instruction	comprehensive curriculum and	comprehensive curriculum and	comprehensive curriculum and	Score
	instruction aligned with	instruction aligned with	instruction aligned with	1
aligned with program,	program, school, district, and/or	program, school, district, and/or	program, school, district, and/or	
school, district, state, and/or	state goals	state goals	state goals	
federal goals	DECLI IDIXI			ļ
b. Implement instructional	REGULARLY implements	SOMETIMES implements	RARELY implements	
strategies that meet the	instructional strategies that meet	instructional strategies that meet	instructional strategies that meet	Score
individual needs of each	the individual needs of each	the individual needs of each	the individual needs of each	00010
child	child.	child	child	
c. Engage children in a	REGULARLY engages children	SOMETIMES engages children	RARELY engages children in a	
variety of child-initiated and	in a variety of child-initiated and	in a variety of child-initiated and	variety of child-initiated and	
teacher-facilitated	teacher-facilitated	teacher-facilitated	teacher-facilitated	Score
developmentally appropriate	developmentally appropriate	developmentally appropriate	developmentally appropriate	
activities	activities	activities	activities	
d. Provide guidance, cues,	REGULARLY provides	SOMETIMES provides	RARELY provides guidance,	
and feedback to children to	guidance, cues, and feedback to	guidance, cues, and feedback to	cues, and feedback to children to	
foster self-management and	children to foster self-	children to foster self-	foster self-management and	Score
learning	management and learning	management and learning	learning	

e. Implement culturally responsive learning experiences to support children and their families	REGULARLY implements culturally responsive learning experiences to support children and their families	SOMETIMES implements culturally responsive learning experiences to support children and their families	RARELY implements culturally responsive learning experiences to support children and their families	Score
f. Implement and support family-centered activities that reflect each family's resources, priorities, and	REGULARLY implements and supports family-centered activities that reflect each family's resources, priorities,	SOMETIMES implements and supports family-centered activities that reflect each family's resources, priorities,	RARELY implements and supports family-centered activities that reflect each family's resources, priorities,	Score
g. Involve team members in instructional activities	and concerns REGULARLY involves team members in instructional activities	and concerns SOMETIMES involves team members in instructional activities	and concerns RARELY involves team members in instructional activities	Score

Standard IV: The IECE Educator Assesses and				Score
Communicates Learning	3	2	1	
Results				İ
a. Use a systematic process	REGULARLY uses a systematic	SOMETIMES uses a systematic	RARELY uses a systematic	
to assess and record	process to assess and record	process to assess and record	process to assess and record	
children's ongoing	children's ongoing	children's ongoing	children's ongoing	Score
developmental progress	developmental progress	developmental progress	developmental progress	
b. Base assessment	REGULARLY bases assessment	SOMETIMES bases assessment	RARELY bases assessment	
strategies on	strategies on developmentally	strategies on developmentally	strategies on developmentally	
developmentally appropriate	appropriate learning outcomes	appropriate learning outcomes	appropriate learning outcomes	
learning outcomes and	and aligns strategies with the	and aligns strategies with the	and aligns strategies with the	Score
aligns strategies with the	program curriculum and	program curriculum and	program curriculum and	
program curriculum and	appropriate standards	appropriate standards	appropriate standards	
appropriate standards				
c. Plan and implement	REGULARLY plans and	SOMETIMES plans and	RARELY plans and implements	
assessment strategies that	implements assessment	implements assessment	assessment strategies that are	
are sensitive to the teaching	strategies that are sensitive to the	strategies that are sensitive to the	sensitive to the teaching and	
and learning context,	teaching and learning context,	teaching and learning context,	learning context, including	Score
including families' cultures,	including families' cultures, and	including families' cultures, and	families' cultures, and that	0.00,0
and that address children's	that address children's unique	that address children's unique	address children's unique and/or	
unique and/or special needs	and/or special learning needs	and/or special learning needs	special learning needs	İ
d. Plan and implement	REGULARLY plans and	SOMETIMES plans and	RARELY plans and implements	
assessment strategies that	implements assessment	implements assessment	assessment strategies that invite	
invite active involvement of	strategies that invite active	strategies that invite active	active involvement of	Score
appropriate partners,	involvement of appropriate	involvement of appropriate	appropriate partners, including	300/6
including team members	partners, including team	partners, including team	team members and children's	
and children's families	members and children's families	members and children's families	families	
e. Accurately interpret the	ACCURATELY interprets the	SOMEWHAT ACCURATELY	INACCURATELY interprets the	
data and validity of	data and validity of assessment	interprets the data and validity of	data and validity of assessment	
assessment results and	results and communicates results	assessment results and	results and communicates results	_
communicate results to	to appropriate partners,	communicates results to	to appropriate partners,	Score
appropriate partners,	including families, in terms they	appropriate partners, including	including families, in terms they	
including families, in terms	easily understand	families, in terms they easily	easily understand	
that they easily understand		understand		
f. Use assessment results to	REGULARLY uses assessment	SOMETIMES uses assessment	RARELY uses assessment	
design appropriate learning	results to design appropriate	results to design appropriate	results to design appropriate	
outcomes and to plan for	learning outcomes and to plan	learning outcomes and to plan	learning outcomes and to plan	Score
future services and	for future related services and	for future related services and	for future related services and	
instruction	instruction	instruction	instruction	

,

Standard V: The IECE Educator Reflects On and	2		4	Score
Evaluates Professional]	2	1	1
Practices				
a. Use data to reflect on and	REGULARLY reflects on and	SOMETIMES reflects on and	RARELY or NEVER reflects on	
evaluate children's learning	evaluates children's learning	evaluates children's learning	and evaluates children's learning	Score
	using appropriate data	using appropriate data	using appropriate data	
b. Use data to reflect on and	REGULARLY reflects on and	SOMETIMES reflects on and	RARELY or NEVER reflects on	
evaluate instructional	evaluates instructional practice	evaluates instructional practice	and evaluates instructional	Score
practices	using appropriate data	using appropriate data	practice using appropriate data	
c. Use data to identify areas	REGULARLY identifies areas	SOMETIMES identifies areas	RARELY or NEVER identifies	1
for professional growth	for professional growth using	for professional growth using	areas for professional growth	Score
	appropriate data	appropriate data	using appropriate data	!

d. Analyze the involvement and effectiveness of team members in instruction	MUCH evidence of collaboration and measures of team members' effectiveness in implementing appropriate instruction exists	SOME evidence of collaboration and measures of team members' effectiveness in implementing instruction exists	LIMITED evidence of collaboration exists and does not adequately measure instructional effectiveness	
Standard VI: The IECE Educator Collaborates With Colleagues/Families/Others	3	2	1	Score
a. Participates as an effective team member and demonstrate appropriate interpersonal skills to support collaboration in early childhood settings	REGULARLY participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings	SOMETIMES participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings	RARELY participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings	Score
b. Demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others	REGULARLY demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others	SOMETIMES demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others	RARELY demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others	Score
c. Collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning	REGULARLY collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning.	SOMETIMES collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning	RARELY collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning	Score
d. Collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning	REGULARLY collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development	SOMETIMES collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development	RARELY collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development	Score
e. Collaborates with community members and agencies to provide resources to promote child development and learning	REGULARLY collaborates with community members and agencies to provide resources to promote child development and learning	SOMETIMES collaborates with community members and agencies to provide resources to promote child development and learning	RARELY collaborates with community members and agencies to provide resources to promote child development and learning	Score
f. Articulates individual outcomes and unique needs for each child to staff and volunteers	REGULARLY articulates individual outcomes and unique needs for each child to staff and volunteers	SOMETIMES articulates individual outcomes and unique needs for each child to staff and volunteers	RARELY articulates individual outcomes and unique needs for each child to staff and volunteers	Score
g. Provides ongoing, constructive feedback to team members on professional practices	REGULARLY provides ongoing, constructive feedback to team members on professional practices REGULARLY uses adult	SOMETIMES provides ongoing, constructive feedback to team members on professional practices	RARELY provides ongoing, constructive feedback to team members on professional practices	Score
h. Use adult learning principles in collaboration with team members	learning principles in collaboration with team members	SOMETIMES uses adult learning principles in collaboration with team members	RARELY uses adult learning principles in collaboration with team members	Score
Standard VII: The IECE Educator Engages in Professional Development	3	2	1	Score
a. Assess professional performance level relative to the KY IECE Teacher Standards	THOROUGHLY and ACCURATELY assesses current performance on all KY IECE Teacher Standards	performance on all KY IECE Teacher Standards	Does not assesses current performance on all KY IECE Teacher Standards	Score
b. Identify priorities of professional development needs	REGULARLY identifies priorities of professional development needs	priorities of professional development needs	Does not prioritize professional development needs	Score
c. Design a plan to address professional growth needs for all priority areas	Designs a professional growth plan that is clear and logical AND addresses all identified priorities	plan that is somewhat clear and logical and addresses all	Designs a professional growth plan that is not clear and logical AND does not address identified priorities	Score

d. Engage in professional activities e. Show evidence of	Engages in MANY ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research) Shows MUCH evidence of	Engages in SOME ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research) Shows SOME evidence of	Engages in FEW ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research) Shows LITTLE evidence of	Score
professional growth resulting from the implementation of the plan	professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and children's learning	professional growth relative to identified priority areas and impact on instructional effectiveness and children's learning	professional growth relative to identified priority areas and impact on instructional effectiveness and children's learning	Score
f. Apply professional ethics, practice, and legal mandates in early childhood settings	REGULARLY applies professional ethics, practice, and legal mandates in early childhood settings	SOMETIMES applies professional ethics, practice, and legal mandates in early childhood settings	RARELY applies professional ethics, practice, and legal mandates in early childhood settings	Score
Standard VIII: The IECE Educator Supports Families	3	2	1	Score
a. Assist families in articulating resources, priorities, and concerns	Assists families in articulating APPROPRIATE resources based on family priorities and concerns	Assists families in articulating ADEQUATE resources based on family priorities and concerns	When selecting resources DOES NOT ADDRESS family priorities and concerns	Score
b. Individualize interactions and activities that demonstrate sensitivity to characteristics to each child's family community	CONSISTENTLY individualizes interactions and activities that demonstrate sensitivity to characteristics to each child's family community	Individualized interactions and activities SOMETIMES demonstrate sensitivity to characteristics to each child's family community	Individualized interactions and activities RARELY demonstrate sensitivity to characteristics to each child's family community	Score
c. Facilitate communication of legal, procedural, and program-related information to families using appropriate methods of communication	ALWAYS facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargonfree native language, sign language, or through an interpreter)	SOMETIMES facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargonfree native language, sign language, or through an interpreter)	NEVER facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication(i.e., in jargonfree native language, sign language, or through an interpreter)	Score
d. Apply adult learning principles in family education activities	REGULARLY applies adult learning principles in family education activities	SOMETIMES applies adult learning principles in family education activities	NEVER applies adult learning principles in family education activities	Score
e. Respect and provide on- going support for the family's preferred level of involvement in educational activities	CONSISTENTLY considers and supports family's personal preferences regarding level of involvement in child's intervention/instruction	SOMETIMES considers family's personal preferences regarding level of involvement in child's intervention/instruction	NEVER considers family's personal preferences regarding level of involvement in child's intervention/instruction	Score

Standard IX: The IECE Educator Demonstrates the Implementation of Technology	3	2	t	Score
a. Use multiple technology applications to support child learning	support children's learning learning		Score	
b. Select appropriate technology to enhance instruction	Selects APPROPRIATE technology to enhance instruction	Selects SOMEWHAT APPROPRIATE technology to aid instruction	Selects INAPPROPRIATE technology or technology interferes with instruction	Score
c. Engage children in their use of technology to meet their learning needs and interests	Shows CLEAR evidence of engaging children in the use of technology to meet learning needs AND interests	Shows SOME evidence of engaging children in the use of technology to meet learning needs OR interests	Evidence of engaging children in the use of technology is NOT CLEAR or does not support learning needs or interests	Score
d. Use technology to meet the needs of children	Uses MUCH appropriate technology to meet the special needs of children.	Uses SOME appropriate technology to meet the special needs of children.	Uses LITTLE appropriate technology to meet the special needs of children.	Score
e. Demonstrate ethical and legal use of technology disciplines	Ensures that ethical and legal use policies are ALWAYS followed	Ensures that ethical and legal use policies are SOMETIMES followed	DOES NOT follow ethical and legal use policies	Score

Standard X: The IECE Educator Provides				Score
Leadership Within School/Community/ Profession	3	2	1	
a. Identify leadership opportunities that enhance child learning and /or the professional environment of the school/community	Identifies leadership opportunities in the school and selects one for a leadership project that has BOTH the potential for positive impact on learning and/or the professional environment of the school AND is realistic in terms of knowledge, skill, and time needed for completion	Identifies leadership opportunities and selects one for a leadership project that has potential for positive impact BUT is unrealistic OR the project is realistic BUT has limited potential for positive impact	Does not identify leadership opportunities that have real potential for impact on either the learning or professional environment	Score
b. Develop a plan for engaging in leadership roles and activities	Develops a work plan for a leadership project that CLEARLY describes the purpose, scope, and participants involved and how the plan will impact children's learning and/or the professional environment	Develops a work plan for a leadership project that provides a LIMITED description of the purpose, scope, and participants involved and how the plan will impact children's learning and/or the professional environment	Develops a work plan for a leadership project that provides a SUPERFICIAL description of the purpose, scope, and participants involved and how the plan will impact children's learning and/or the professional environment OR has developed no plan	Score
c. Implement a plan for engaging in leadership activities	Implements a well organized leadership plan that has a clear timeline of events/actions AND a clear description of how impact will be assessed	Implements a well organized leadership plan that has a clear timeline of events/actions BUT lacks a clear description of how impact will be assessed	Implements a poorly organized leadership plan that does NOT have a clear timeline of events/actions AND lacks a clear description of how impact will be assessed OR does not implement leadership plan	Score
d. Analyze data to evaluate the results of planned and executed leadership efforts	REGULARLY analyzes data appropriately to evaluate the results of planned and executed leadership efforts	OCCASIONALLY analyzes data appropriately to evaluate the results of planned and executed leadership efforts	RARELY or NEVER analyzes data appropriately to evaluate the results of planned and executed leadership efforts OR does not evaluate leadership efforts	Score

.

Campbellsville University School of Education Portfolio Evaluation Rubric

				•
CU ID#	4	Major MS Math	/Science	
Name Andrew Be	ra l	Evaluator Code_AF		
Date 4/19/18		Holistic Portfolio Score	3	
Check appropriate box: CA	AP3 CAP4 CAP			
Direc	ctions: Record a holistic score for Scoring Guide: 3=Satisfactory	each standard and an <i>analytical</i> score to 2=Progress Made 1=U	for each indicator.	
		,	•	
General Portfolio Require me	3e for evaluating K 15 1, 2, 4, 6, 7	in CAP 4 and 7 portfolios only is locate		
a. Main Page	ints		3 Ø 2 Q	<u> 1 Q</u>
	inal work and permission to review	,		<u> </u>
c. Self-evaluation of portfolio	mar work and permission to fevrew			! 8
d. Resume/vita				1-8-
e. Educational philosophy loca	ated after the resume/vita (2 pages,	size 12 font double-spaced)		i ŏ
f. Competency in writing skill	\$			iŏ
Standard 1: The Teacher				Score
Demonstrates Applied	3	2	1	
Content Knowledge				Score 2
a. Communicates concepts, processes and knowledge	Accurately and effectively	Accurately communicates	Inaccurately and ineffectively	Score
processes and knowledge	communicates concepts, processes and/or knowledge	concepts, processes and knowledge	communicates concepts,	
	AND uses vocabulary that is	BUT omits some important ideas, uses vocabulary inappropriate for	processes and knowledge	2
	clear, correct, and appropriate	students or overlooks student		<i> </i>
	for students	misconceptions		'
b. Connects content to life	Effectively connects MOST	Connects SOME content.	RARELY or NEVER	
experiences of students	content, procedures, and	procedures, and activities with	connects content, procedures,	Score
	activities with relevant life	relevant life experiences of	and activities with relevant	12
	experiences of students	students	life experiences of students	رــ ا
c. Demonstrates	Uses instructional strategies	Demonstrates instructional	Demonstrates instructional	Score
instructional strategies that	that are CLEARLY	strategies that are SOMEWHAT	strategies that are RARELY	
are appropriate for content and contribute to student	appropriate for the content and processes of the lesson AND	appropriate for content and	or NEVER appropriate for	11
learning	make a CLEAR contribution	processes of the lesson AND make SOME contribution to student	content and processes of the	1/.
-	to student learning	learning	lesson OR make NO contribution to student	1
			learning,	
d. Guides students to	REGULARLY provides	SOMETIMES provides	RARELY or NEVER	
understand content from	opportunities and guidance for	opportunities and guidance for	provides opportunities and	Score
various perspectives	students to consider lesson	students to consider lesson content	guidance for students to	10
	content from different	from different perspectives to	consider lesson content from	1/-
	perspectives to extend their	extend their understanding	different perspectives to	
e. Identifies and addresses	understanding	COACTO MOS 11 12	extend their understanding	<u> </u>
students' misconceptions of	REGULARLY identifies misconceptions related to	SOMETIMES identifies	RARELY or NEVER	Score
content	content and addresses them	misconceptions related to content and addresses them during	identifies misconceptions	
	during planning and	planning and instruction	related to content and addresses them during	
	instruction	L	planning and instruction	'
		· · · · · · · · · · · · · · · · · · ·	L	, 1

Standard 2: The Teacher Designs and Plans Instruction	3	2	1	Score/
a. Develops significant objectives aligned with standards	ectives aligned with ndards reflect key concepts of the discipline AND are aligned with local or state standards	States learning objectives that reflect key concepts of the discipline but are not aligned with local or state standards OR states learning objectives that do not reflect key concepts of the discipline	Uses objectives that are not clearly stated or are trivial AND are not aligned with local or state standards	Score 2
b. Uses contextual data to design instruction relevant to students	Plans and designs MOST instruction that is clearly and appropriately based on significant student, community, and/or cultural data	Plans and designs SOME instruction that is appropriately based on some student, community, and/or cultural data	Plans and designs LITTLE TO NO instruction that is based on student, community, and cultural data OR planning and design reflect biased or inappropriate use of data	Score 2
c. Plans assessments to guide instruction and measure learning objectives	Plans MOST assessments that guide instruction, measure learning results, and are aligned with learning objectives	Plans SOME assessments that guide instruction, measure learning results, and are aligned with learning objectives	Plans FEW assessments that guide instruction, measure learning results, and are aligned with learning objectives	Score
d. Plans instructional strategies and activities that address learning objectives for all students	Aligns MOST instructional strategies and activities with learning objectives for all students	Aligns SOME instructional strategies and activities with learning objectives for all students	Aligns FEW instructional strategies and activities with learning objectives for all students	Score 3
e. Plans instructional strategies and activities that facilitate multiple levels of learning	Plans MOST instructional strategies that include several levels of learning with SOME requiring higher-order thinking	Plans instructional strategies that include at least TWO levels of learning with at least ONE requiring higher-order thinking	Plans instructional strategies that do not include levels of learning OR do not require higher- order thinking	Score
Standard 3: The Teacher Creates and Maintains Learning Climate	3	. 2	1	Score Score 2
a. Communicates high expectations	Sets significant and challenging objectives for students AND verbally/nonverbally communicates confidence in students' abilities to achieve these objectives.	Sets significant and challenging objectives for students BUT does not communicate confidence in students' ability to achieve these objectives	Does not set significant and challenging objectives for students AND does not communicate confidence in students	score 3
b. Establishes a positive learning environment	Establishes clear standards of conduct, shows awareness of student behavior, AND responds in ways that are both appropriate and respectful to students	Makes efforts to establish standards of conduct, and monitor and respond to student behavior, BUT efforts are ineffective and or appropriate	Does not establish clear standards for student conduct, AND does not effectively monitor behavior, AND does not appropriately respond to behavior	Score 3
c. 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	Score 2
d. 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 OR does not monitor students	Does not treat all students with respect and concern AND does not monitor students	Score 3
Provides a safe	Creates a sleggment	Canadaga		

Creates a classroom environment that is physically safe for all students BUT is inconsistent in ensuring a safe emotional environment for all students

Creates a classroom environment that is BOTH

emotionally and physically safe for all students

e. Provides a safe

environment for learning

Score

Fails to create an emotionally

AND physically safe

environment for students

Standard 4: The Teacher Implements and Manages Instruction	3	2	1	Score 2
a. Uses a variety of instructional strategies that align with learning objectives and actively engage students	Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives	Uses a variety of instructional strategies that engage students throughout the lesson on tasks BUT are not aligned with learning objectives OR tasks are aligned with learning objectives BUT do not keep students engaged	Uses instructional strategies that do not engage students AND are not aligned with learning objectives	Score
b. Implements instruction based on diverse student needs and assessment data	Implements instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances when needed	Implements instruction based on diverse student needs and assessment date BUT does not adapt instruction to unanticipated circumstances when needed	Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances when needed	Score
c. 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 there is SOME UNNECESSARY loss of instructional time	Fails to establish consistent procedures for performing non-instructional tasks, handling materials and supplies, managing transactions, and organizing and monitoring group work resulting in significant loss of instructional time	Score 3
d. 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	Score
e. Implements and manages instruction in ways that facilitate higher- order thinking	CONSISTENTLY uses a variety of appropriate strategies to facilitate higher-order thinking	SOME instruction promotes higher-order thinking	LITTLE or NO instruction promotes higher-order thinking	Score
Standard 5: The Teacher Assesses and Communicates Learning Results	3	2	1	Score
a. Uses pre-assessments	Uses a variety of pre- assessments to establish baseline knowledge and skills for all students	SOMETIMES uses pre- assessments to establish baseline knowledge and skills for all students	DOES NOT USE pre- assessments to establish baseline knowledge and skills for all students	Coore

Standard 5: The Teacher Assesses and Communicates	3	2	1	Score
Learning Results				Score 3
a. Uses pre-assessments	Uses a variety of pre- assessments to establish baseline knowledge and skills for all students	SOMETIMES uses pre- assessments to establish baseline knowledge and skills for all students	DOES NOT USE pre- assessments to establish baseline knowledge and skills for ail students	Score 3
b. Uses formative assessments	Uses a variety of formative assessments to determine each student's progress and guide instruction	Uses SOME formative assessments to determine each student's progress and guide instruction BUT offers LITTLE variety	Does not use a variety of formative assessments to determine each student's progress and guide instruction	Score 3
c. Uses summative assessments	Uses varied summative assessments to determine each student's progress	Uses LITTLE variety in summative assessments to determine each student's progress	AND offers NO variety Uses NO variety in summative assessments to determine each student's progress	Score
d. Describes, analyzes, and evaluates student	Analyzes assessment data to guide instruction and learning	Analyzes assessment data to guide instruction and learning OR to	Does not analyze assessment data to guide instruction OR	Score
performance data	and measure learning progress	measure learning progress	measure learning progress	3
e. Communicates learning results to students and parents	Communicates learning results to students AND parents in a meaningful and timely manner	Communicates learning results to students OR parents in a meaningful and timely manner	Does not communicate learning results to students AND parents in a meaningful and timely manner	Score
f. Allows opportunity for student self-assessment	CONSISTENTLY promotes opportunities for students to engage in accurate self-	SOMETIMES promotes opportunities for students to engage in accurate self-assessment	RARELY OR NEVER promotes opportunities for students to engage in accurate self-	Score
	assessment of learning	of learning	assessment of learning	2

Standard 6: The Teacher				Score
Demonstrates the Implementation of Technology	3	2	1	Score
A. Uses available technology to design and plan instruction	REGULARLY uses technology to design and plan instruction	SOMETIMES uses technology to design and plan instruction	RARELY or NEVER uses technology to design and plan instruction	Score
b. Uses available technology to implement instruction that facilitates student learning	REGULARLY uses technology to implement instruction and facilitate student learning	SOMETIMES uses technology to implement instruction and facilitate student learning	RARELY or NEVER uses technology to implement instruction and facilitate student learning	Score 3
c. Integrates student use of available technology into instruction	REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	SOMETIMES integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	RARELY or NEVER integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	Score
d. Uses available technology to assess and communicate student learning	REGULARLY uses technology to assess and communicate student learning	SOMETIMES uses technology to assess and communicate student learning	RARELY or NEVER uses technology to assess and communicate student learning	Score 3
e. Demonstrates ethical use of technology	Ensures that personal use and student use of technology are ethical and legal	Ensures that personal use OR student use of technology are ethical and legal	DOES NOT ensure that personal use OR student use of technology is ethical and legal	Score 5
Standard 7: Reflects on and Evaluates Teaching and Learning	3	2	1	Score 2
a. Uses data to reflect on and evaluate student learning	REGULARLY reflects on and evaluates student learning using appropriate data	SOMETIMES reflects on and evaluates student learning using appropriate data	RARELY or NEVER reflects on and evaluates student learning using appropriate data	Score 2
b. Uses data to reflect on and evaluate instructional practice	REGULARLY reflects on and evaluates instructional practice using appropriate data	SOMETIMES reflects on and evaluates instructional practice using appropriate data	RARELY or NEVER reflects on and evaluates instructional practice using appropriate data	Score 2
c. Uses data to reflect on and identify areas for professional growth	REGULARLY identifies areas for professional growth using appropriate data	SOMETIMES identifies areas for professional growth using appropriate data	RARELY or NEVER identifies areas for professional growth using appropriate data	Score
Standard 8: Collaborates with Colleagues/ Parents/ Others	3	2	1	Score 3
a. Identifies students whose learning could be enhanced by collaboration	Identifies ONE or more students whose learning could be enhanced by collaboration and provides an appropriate rationale	Identifies ONE or more students whose learning could be enhanced by collaboration, but does not provide an appropriate rationale	Fails to identify a student whose learning could be enhanced by collaboration	Score
b. Designs a plan to enhance student learning that includes all parties in the collaborative effort	Designs a plan to enhance student learning that includes ALL parties in the collaborative effort	Designs a plan to enhance student learning that includes SOME parties in the collaborative effort	Does not design a plan OR the plan does not enhance student learning	Score
c. Implements planned activities that enhance student learning and engages all parties	Implements planned activities that enhance student learning AND engage ALL parties	Implements planned activities that enhance student learning AND engage SOME parties	Does not implement planned activities OR plan does not enhance student learning	Score
d. Analyzes data to evaluate the outcomes of collaborative effort	Analyzes student learning data to evaluate the outcomes of collaboration AND identifies next steps	Analyzes student learning data to evaluate the outcomes of collaboration BUT does not identify next steps	Does not evaluate outcomes of collaboration OR does not analyze student learning data to evaluate outcomes of collaboration	Score 3

Standard 9: Evaluates Teaching and Implements Professional Development	3	2	1	Score Score
a. Self-assesses performance relative to Kentucky's Teacher Standards	THOROUGHLY and ACCURATELY assesses current performance on all Kentucky Teacher Standards	PARTIALLY assesses current performance on some Kentucky Teacher Standards	on some Kentucky performance on Kentucky	
b. Identifies priorities for professional development based on data from self- assessment, student performance and feedback from colleagues	Identifies priority areas for growth based on self- assessment, student performance, AND feedback from colleagues	Identifies priority areas for growth based on self-assessment, student performance OR feedback from colleagues	Does not identify priority areas OR identified areas are not based on any self- assessment, student performance or feedback from colleagues	Score 3
c. Designs a professional growth plan that addresses identified priorities	Designs a clear, logical professional growth plan AND addresses all identified priorities	Designs a professional growth plan that is somewhat clear and logical and addresses all identified priorities OR only clearly and logically addresses some identified priorities	Designs a professional growth plan that is not clear and logical AND does not address identified priorities	Score 3
d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	Shows CLEAR evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows SOME evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows LITTLE evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	score 3

Standard 10: Provides Leadership Within				Score
School/Community/ Profession	3	2	1	Score
a. Identifies leadership opportunities that enhance student learning and/or professional environment of the school	Identifies leadership opportunities in the school and selects one for a leadership project that has BOTH the potential for positive impact on learning and/or the professional environment of the school and is realistic in terms of knowledge, skill, and time needed for completion	Identifies leadership opportunities and selects one for leadership project that has potential for positive impact BUT is unrealistic OR the project is realistic BUT has limited potential for positive impact	Does not identify leadership opportunities that have real potential for impact on either the learning or professional environment	Score 3
b. Develops a plan for engaging in leadership activities	Develops a work plan for a leadership project that CLEARLY describes the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment	Develops a work plan for a leadership project that provides a LIMITED description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment	Develops a work plan for a leadership project that provides a SUPERFICIAL description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment OR has developed no plan	Score
c. Implements a plan for engaging in leadership activities	Implements a well-organized leadership plan that has a clear timeline of events/actions AND a clear description of how impact will be assessed	Implements a well-organized leadership plan that has a clear timeline of events/actions BUT lacks a clear description of how impact will be assessed	Implements a poorly organized leadership plan that does NOT have a clear timeline of events/actions AND lacks a clear description of how impact will be assessed OR does not implement leadership plan	Score 3
d. Analyzes data to evaluate the results of planned and executed leadership efforts	REGULARLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	OCCASIONALLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	RARELY or NEVER analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	Score 3

Andrew Beal

Portfolio Feedback

General

Work on professionalism of resume. The large font and circle bullets give it an unprofessional look. Add references.

Several spelling/grammar errors throughout the portfolio. Be sure to proof read EVERYTHING.

Standard 1

Some important concepts left out. For example, that ratios can also be written as fractions should be presented in the first lesson.

Your slides have too many words for 6th grade students. Divide this information and present it to them in small segments.

I did not see evidence that students had opportunity to consider multiple ways to solve problems.

I did not see evidence of addressing student misconceptions. This could easily be derived from formative assessment data.

Standard 2

On your learning targets, you need to reference the KAS codes. For example, 6.RP.1 and use the KAS vocabulary.

Learning targets are wordy. For example, instead of students will be able to compare parts to whole, say students will compare parts to whole.

It was unclear as to how your pre-assessment data was used to drive instruction. The pre-test questions need to be aligned to the learning targets so that you know exactly what targets need to be taught for each individual student.

You need to incorporate all levels of questioning into each lesson. (Bloom's)

Standard 3

Be sure to plan activities in each lesson that appeal to students with all learning styles.

Students may lose interest with day after day or power point presentations.

Standard 4

All lessons should be focused around assessment data, whether pre-assessment or formative assessment. Students need to be grouped for their diverse needs based around this data.

Your questioning needs to be higher level (synthesis, analysis, evaluation).

Standard 5

Feedback on student work needs to be more detailed. They should be able to tell why they got it wrong or what they could do to improve.

I read about the parent coming in and questioning why they student was failing. It would be better if you had made that contact.

Standard 6

Make sure that the students are the ones using the technology, not just watching you use it.

Standard 7

Make sure that instructional decisions are made based on data. Just collecting the data is not enough.

Standard 8

On your collaboration plan, I did not see that the parent was involved.



Campbellsville University School of Education Portfolio Evaluation Rubric

CU ID# 429078	_{Major} Elem. Ed
_{Name} Kayla Bale	Evaluator Code
_{Date} 4-27-18	Holistic Portfolio Score 3
Check appropriate box: CAP 3 CAP 4 CAP 7	•

Directions: Record a holistic score for each standard and an analytical score for each indicator.

Scoring Guide: 3=Satisfactory 2=Progress Made 1=Unsatisfactory

Important Note: Evidence for evaluating KTS 1, 2, 4, 6, 7 in CAP 4 and 7 portfolios only is located in the TPA Section of the portfolio.

General Portfolio Requirements	XI III UIG TPA	A Secti	ion or i	ne po	rtione),
a. Main Page	3	<u> </u>	2	<u>Q</u>	<u> </u>	Q_{-}
	3	<u> </u>	2	<u>Q</u>	1	0_
Signed form verifying original work and permission to review Self-evaluation of portfolio	3	<u> </u>	2	\mathbf{O}_{-}	1	0
The state of the s	3	0	2	0	1	O
d. Resume/vita	3	0	2	0	1	O^{-}
e. Educational philosophy located after the resume/vita (2 pages, size 12 font, double-spaced)	3	<u> </u>		\bigcirc	1	$\overline{\bigcirc}$
f. Competency in writing skills	3	6	2	Ŏ	1	ŏ

Standard 1: The Teacher Demonstrates Applied Content Knowledge	3	2	1 ·	Score
a. 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	3
b. 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 of students	3
e. Demonstrates instructional strategies that are appropriate for content and contribute to student learning	Uses 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 content and processes of the lesson AND make SOME contribution to student learning	Demonstrates instructional strategies that are RARELY or NEVER appropriate for content and processes of the lesson OR make NO contribution to student learning.	3
d. 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 consider lesson content from different perspectives to extend their understanding	3
e. Identifies and addresses students' misconceptions of content	REGULARLY identifies misconceptions related to content and addresses them during planning and instruction	SOMETIMES identifies misconceptions related to content and addresses them during planning and instruction	RARELY or NEVER identifies misconceptions related to content and addresses them during planning and instruction	2

Standard 2: The Teacher Designs and Plans Instruction	3	2	1	Score 3
a. Develops significant objectives aligned with standards	States learning objectives that reflect key concepts of the discipline AND are aligned with local or state standards	States learning objectives that reflect key concepts of the discipline but are not aligned with local or state standards OR states learning objectives that do not reflect key concepts of the discipline	Uses objectives that are not clearly stated or are trivial AND are not aligned with local or state standards	3
b. Uses contextual data to design instruction relevant to students	Plans and designs MOST instruction that is clearly and appropriately based on significant student, community, and/or cultural data	Plans and designs SOME instruction that is appropriately based on some student, community, and/or cultural data	Plans and designs LITTLE TO NO instruction that is based on student, community, and cultural data OR planning and design reflect biased or inappropriate use of data	3
c. Plans assessments to guide instruction and measure learning objectives	Plans MOST assessments that guide instruction, measure learning results, and are aligned with learning objectives	Plans SOME assessments that guide instruction, measure learning results, and are aligned with learning objectives	Plans FEW assessments that guide instruction, measure learning results, and are aligned with learning objectives	3
d. Pians instructional strategies and activities that address learning objectives for all students	Aligns MOST instructional strategies and activities with learning objectives for all students	Aligns SOME instructional strategies and activities with learning objectives for all students	Aligns FEW instructional strategies and activities with learning objectives for all students	3
e. Plans instructional strategies and activities that facilitate multiple levels of learning	Plans MOST instructional strategies that include several levels of learning with SOME requiring higher-order thinking	Plans instructional strategies that include at least TWO levels of learning with at least ONE requiring higher-order thinking	Plans instructional strategies that do not include levels of learning OR do not require higher- order thinking	2

Standard 3: The Teacher Creates and Maintains Learning Climate	3	2	1	Score 3
a. Communicates high expectations	Sets significant and challenging objectives for students AND verbally/nonverbally communicates confidence in students' abilities to achieve these objectives.	Sets significant and challenging objectives for students BUT does not communicate confidence in students' ability to achieve these objectives	Does not set significant and challenging objectives for students AND does not communicate confidence in students	3
b. Establishes a positive learning environment	Establishes clear standards of conduct, shows awareness of student behavior, AND responds in ways that are both appropriate and respectful to students	Makes efforts to establish standards of conduct, and monitor and respond to student behavior, BUT efforts are ineffective and or appropriate	Does not establish clear standards for student conduct, AND does not effectively monitor behavior, AND does not appropriately respond to behavior	3
c. 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	3
d. 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 OR does not monitor students	Does not treat all students with respect and concern AND does not monitor students	3
e. 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	3

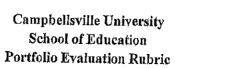
Standard 4: The Teacher Implements and Manages Instruction	3	2	1	Score 3
a. Uses a variety of instructional strategies that align with learning objectives and actively engage students	Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives	Uses a variety of instructional strategies that engage students throughout the lesson on tasks BUT are not aligned with learning objectives OR tasks are aligned with learning objectives BUT do not keep students engaged	Uses instructional strategies that do not engage students AND are not aligned with learning objectives	3
b. Implements instruction based on diverse student needs and assessment data	Implements instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances when needed	Implements instruction based on diverse student needs and assessment date BUT does not adapt instruction to unanticipated circumstances when needed	Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances when needed	3
c. 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 there is SOME UNNECESSARY loss of instructional time	Fails to establish consistent procedures for performing non-instructional tasks, handling materials and supplies, managing transactions, and organizing and monitoring group work resulting in significant loss of instructional time	3
d. 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
e. Implements and manages instruction in ways that facilitate higher- order thinking	CONSISTENTLY uses a variety of appropriate strategies to facilitate higher- order thinking	SOME instruction promotes higher-order thinking	LITTLE or NO instruction promotes higher-order thinking	2
Standard 5: The Teacher Assesses and Communicates Learning Results	3 .	2	. 1	Score
n. Uses pre-assessments	Uses a variety of pre- assessments to establish baseline knowledge and skills for all students	SOMETIMES uses pre- assessments to establish baseline knowledge and skills for all students	DOES NOT USE pre- assessments to establish baseline knowledge and skills for all students	_ `

Standard 5: The Teacher Assesses and Communicates Learning Results	3	2	1	Score
a. Uses pre-assessments	Uses a variety of pre- assessments to establish baseline knowledge and skills for all students	SOMETIMES uses pre- assessments to establish baseline knowledge and skills for all students	DOES NOT USE pre- assessments to establish baseline knowledge and skills for all students	3
b. Uses formative assessments	Uses a variety of formative assessments to determine each student's progress and guide instruction	Uses SOME formative assessments to determine each student's progress and guide instruction BUT offers LITTLE variety	Does not use a variety of formative assessments to determine each student's progress and guide instruction AND offers NO variety	3 .
c. Uses summative assessments	Uses varied summative assessments to determine each student's progress	Uses LITTLE variety in summative assessments to determine each student's progress	Uses NO variety in summative assessments to determine each student's progress	3
d. Describes, analyzes, and evaluates student performance data	Analyzes assessment data to guide instruction and learning and measure learning progress	Analyzes assessment data to guide instruction and learning OR to measure learning progress	Does not analyze assessment data to guide instruction OR measure learning progress	2
e. Communicates learning results to students and parents	Communicates learning results to students AND parents in a meaningful and timely manner	Communicates learning results to students OR parents in a meaningful and timely manner	Does not communicate learning results to students AND parents in a meaningful and timely manner	2
f. Allows opportunity for student self-assessment	CONSISTENTLY promotes opportunities for students to engage in accurate self-assessment of learning	SOMETIMES promotes opportunities for students to engage in accurate self-assessment of learning	RARELY OR NEVER promotes opportunities for students to engage in accurate self-assessment of learning	3

Standard 6: The Teacher				Score
Demonstrates the	3	2	1	DEUTE
Implementation of Technology		<u>-</u> .	· •	3
a. Uses available technology	REGULARLY uses	SOMETIMES uses technology to	DADELY MENUS	
to design and plan	technology to design and plan	design and plan instruction	RARELY or NEVER uses	3
Instruction	instruction	design and plan method	technology to design and plan instruction	Ĭ
b. Uses available	REGULARLY uses	SOMETIMES uses technology to	RARELY or NEVER uses	
technology to implement	technology to implement	implement instruction and facilitate	technology to implement	3
instruction that facilitates	instruction and facilitate	student learning	instruction and facilitate	
student learning	student learning		student learning	} }
c. Integrates student use of	REGULARLY integrates	SOMETIMES integrates student	RARELY or NEVER	
available technology into	student use of technology into	use of technology into instruction	integrates student use of	2
instruction	instruction to enhance learning	to enhance learning outcomes and	technology into instruction	1 ,
	outcomes and meet diverse	meet diverse student needs	to enhance learning	1 1
	student needs	·	outcomes and meet diverse	
			student needs	ľ
d. Uses available	REGULARLY uses	SOMETIMES uses technology to	RARELY or NEVER uses	
technology to assess and communicate student	technology to assess and	assess and communicate student	technology to assess and	2
learning	communicate student learning	learning	communicate student	1 1
e. Demonstrates ethical use	Engues that conserve the	The many that	learning	
e. Demonstrates ernical use of technology	Ensures that personal use and student use of technology are	Ensures that personal use OR	DOES NOT ensure that	
of technology	ethical and legal	student use of technology are	personal use OR student use	3
	cancar and legal	ethical and legal	of technology is ethical and	1
			legal	
Standard 7: Reflects on				
and Evaluates Teaching and	3	2	1	Score
Learning			-	3
a. Uses data to reflect on	REGULARLY reflects on and	SOMETIMES reflects on and	RARELY or NEVER	
and evaluate student	evaluates student learning	evaluates student learning using	reflects on and evaluates	3
learning	using appropriate data	appropriate data	student learning using	
7.77			appropriate data	
b. Uses data to reflect on	REGULARLY reflects on and	SOMETIMES reflects on and	RARELY or NEVER	,
and evaluate instructional practice	evaluates instructional practice	evaluates instructional practice	reflects on and evaluates	3
pracuce	using appropriate data	using appropriate data	instructional practice using	1
c. Uses data to reflect on	REGULARLY identifies areas	SOMETIMES identifies areas for	appropriate data RARELY or NEVER	
and identify areas for	for professional growth using	professional growth using	identifies areas for	3
professional growth	appropriate data	appropriate data	professional growth using	
r	appropries	appropriate data	appropriate data	
			-hbrobinen deta	
Standard 8: Collaborates				Score
with Colleagues/ Parents/	3	2	1	
Others	7.1 (17) (2) 779			3
a. Identifies students whose	Identifies ONE or more	Identifies ONE or more students	Fails to identify a student	
learning could be enhanced by collaboration	students whose learning could	whose learning could be enhanced	whose learning could be	3
by conaboration	be enhanced by collaboration	by collaboration, but does not	enhanced by collaboration	,
	and provides an appropriate rationale	provide an appropriate rationale		
b. Designs a plan to	Designs a plan to enhance	Designs a plan to enhance student	Dagg not design at 1 Cm	
enhance student learning	student learning that includes	learning that includes SOME	Does not design a plan OR the plan does not enhance	3
that includes all parties in	ALL parties in the	parties in the collaborative effort	student learning	_
the collaborative effort	collaborative effort		·	
c. Implements planned	Implements planned activities	Implements planned activities that	Does not implement planned	
activities that enhance	that enhance student learning	enhance student learning AND	activities OR plan does not	3
student learning and	AND engage ALL parties	engage SOME parties	enhance student learning	ŕ
engages all parties				
d. Analyzes data to	Analyzes student learning data		Does not evaluate outcomes of	
evaluate the outcomes of	to evaluate the outcomes of	evaluate the outcomes of	collaboration OR does not	3
collaborative effort	collaboration AND identifies	collaboration BUT does not	analyze student learning data to	ı
ł	next steps	identify next stops	evaluate outcomes of collaboration	İ
			controllation	

Standard 9: Evaluates Teaching and Implements	3	2	1	Score
Professional Development		1	1	3
a. Self-assesses performance relative to Kentucky's Teacher Standards	THOROUGHLY and ACCURATELY assesses current performance on all Kentucky Teacher Standards	PARTIALLY assesses current performance on some Kentucky Teacher Standards	Does not assess current performance on Kentucky Teacher Standards	3
b. Identifies priorities for professional development based on data from self- assessment, student performance and feedback from colleagues	Identifies priority areas for growth based on self- assessment, student performance, AND feedback from colleagues	Identifies priority areas for growth based on self-assessment, student performance OR feedback from colleagues	Does not identify priority areas OR identified areas are not based on any self- assessment, student performance or feedback from colleagues	3
c. Designs a professional growth plan that addresses identified priorities	Designs a clear, logical professional growth plan AND addresses all identified priorities	Designs a professional growth plan that is somewhat clear and logical and addresses all identified priorities OR only clearly and logically addresses some identified priorities	Designs a professional growth plan that is not clear and logical AND does not address identified priorities	3
d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	Shows CLEAR evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows SOME evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows LITTLE evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	3
Standard 10: Provides Leadership Within			* ***	Score

Standard 10: Provides			17 19 19 19 19 19 19 19 19 19 19 19 19 19	Score
Leadership Within School/Community/ Profession	3	2	1	3
a. Identifies leadership opportunities that enhance student learning and/or professional environment of the school	Identifies leadership opportunities in the school and selects one for a leadership project that has BOTH the potential for positive impact on learning and/or the professional environment of the school and is realistic in terms of knowledge, skill, and time needed for completion	Identifies leadership opportunities and selects one for leadership project that has potential for positive impact BUT is unrealistic OR the project is realistic BUT has limited potential for positive impact	Does not identify leadership opportunities that have real potential for impact on either the learning or professional environment	3
b. Develops a plan for engaging in leadership activities	Develops a work plan for a leadership project that CLEARLY describes the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment	Develops a work plan for a leadership project that provides a LIMITED description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment	Develops a work plan for a leadership project that provides a SUPERFICIAL description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment OR has developed no plan	3
c. Implements a plan for engaging in leadership activities	Implements a well-organized leadership plan that has a clear timeline of events/actions AND a clear description of how impact will be assessed	Implements a well-organized leadership plan that has a clear timeline of events/actions BUT lacks a clear description of how impact will be assessed	Implements a poorly organized leadership plan that does NOT have a clear timeline of events/actions AND lacks a clear description of how impact will be assessed OR does not implement leadership plan	3
d. Analyzes data to evaluate the results of planned and executed leadership efforts	REGULARLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	OCCASIONALLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	RARELY or NEVER analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	3





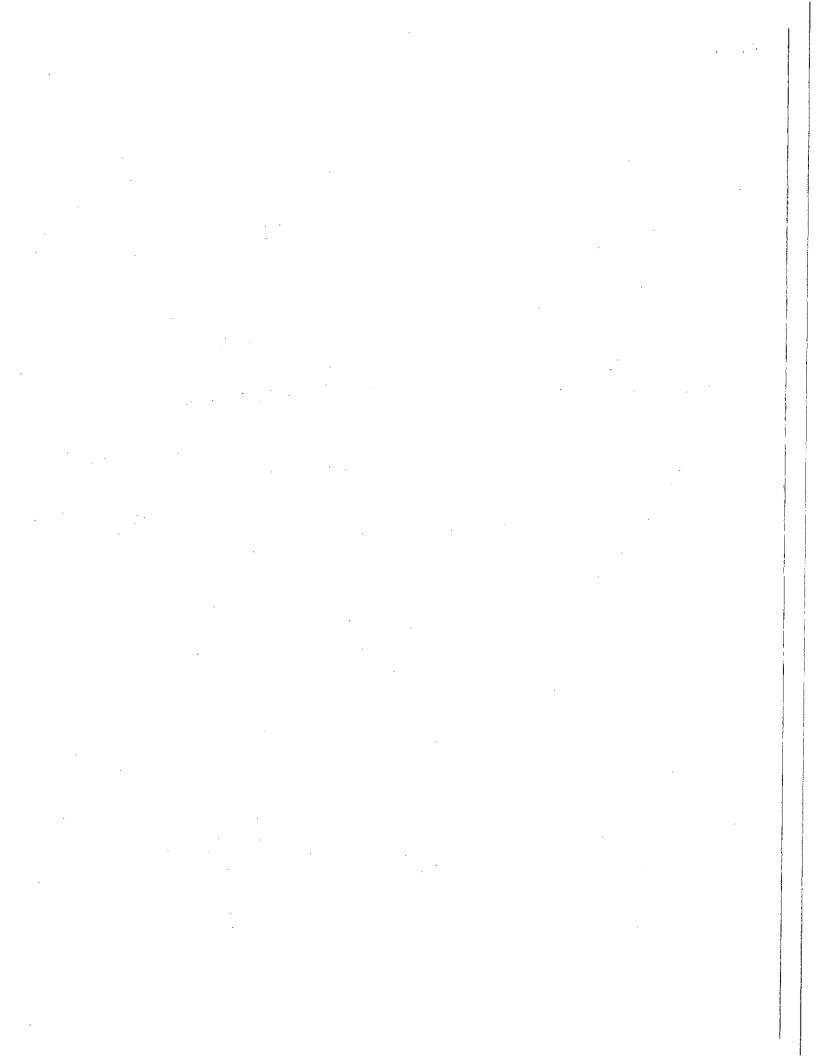
CU ID# 40881	<u> </u>	Major Social	Studies (5-12	
Name Landor Dea	n'Rogers	Evaluator Code	Marsh	ouna
Date 4/23/12		Halistic Portfolio Score	7	<u> </u>
Check appropriate box: C	AP3 CAP4 CAP			
		· .		
Dire	ections: Record a holistic score fo Scoring Guide: 3=Satisfactory	r <u>each</u> standard and an <i>analytical</i> score 2=Progress Made 1=1	for each indicator. Unsatisfactory	
Important Note: Eviden	ce for evaluating KTS 1, 2, 4, 6, 7	in CAP 4 and 7 portfolios only is locat	ad in the TDA Section of the annu	G. U
THE PROPERTY AND A STATE OF THE PARTY OF THE	ents	The state of the s	3 2 C	1 (2)
a. Main Page				i
o. Self-evaluation of portfolio	inal work and permission to revie	V	3 🔞 2 🔘	1
d. Resume/vita	(V A)	1000	3 0 2 0	1 ()
	ated after the resume/vita (2 pages	4.5		10
f. Competency in writing skill	ared after the resultie/vira (2 pages	s, size 12 tont, double-spaced)	Principal Control of the Control of	i Ŏ
Inventor Inv	ALE		3 0 2 0	(<u>)</u>
Standard 1: The Teacher		The state of the s		
Demonstrates Applied	3	2		Score
Content Knowledge		. **	1	Score)
n. Communicates concepts,	Acourately and effectively	Accurately communicates	Inaccurately and ineffectively	<u> </u>
processes and knowledge	communicates concepts,	concepts, processes and knowledge	communicates concepts.	Score
	processes and/or knowledge	BUT omits some important ideas,	processes and knowledge	and the same
	AND uses vocabulary that is	uses vocabulary inappropriate for		14
	clear, correct, and appropriate for students	students or overlooks student	i	
b. Connects content to life	Effectively connects MOST	misconceptions Connects SOME content,	TO A TO THE TOP A STATE OF THE	
experiences of students	content, procedures, and	procedures, and activities with	RARELY or NEVER	Score
	activities with relevant life	relevant life experiences of	connects centent, procedures, and activities with relevant	
	experiences of students	students	life experiences of students	10
c. Demonstrates	Uses instructional strategies	Demonstrates instructional	Demonstrates instructional	Score
instructional strategies that are appropriate for content	that are CLEARLY	strategies that are SOMEWHAT	stratogies that are RARELY	score
and contribute to student	appropriate for the content and processes of the lesson AND	appropriate for content and	or NEVER appropriate for	
learning	make a CLEAR contribution	processes of the lesson AND make SOME contribution to student	content and processes of the	(')
	to student learning	loarning	lesson OR make NO	12
		Totalitie	contribution to student learning.	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
d. Guides students to	REGULARLY provides	SOMETIMES provides	RARELY or NEVER	
understand content from	opportunities and guidance for	opportunities and guidance for	provides opportunities and	Score
various perspectives	students to consider lesson	students to consider lesson content	guidance for students to	
	content from different	from different perspectives to	consider lesson content from	[()
•	perspectives to extend their understanding.	extend their understanding	different perspectives to	121
a. Identifies and addresses	REGULARLY identifies	CCM 419/Cth 4120 (1	extend their understanding	C \
students' misconceptions of	miscenceptions related to	SOMETIMES identifies misconceptions related to content	RARELY or NEVER	Bcore:
content	content and addresses them	and addresses them during	identifies misconceptions	,
	during planning and		related to content and addresses them during	'
	instruction	F AND ASSESSED SENSON TANK	armeanca morn anting	1

Standard 2: The Teacher Designs and Plans	/ 3	2	*	Score
Instruction				Score 2
a. Develops significant objectives aligned with standards	States learning objectives that reflect key concepts of the discipline AND are aligned with local or state standards	States learning objectives that reflect key concepts of the discipline but are not aligned with local or state standards OR states learning objectives that do not reflect key concepts of the discipline	Uses objectives that are not olearly stated or are trivial AND are not aligned with local or state standards	Score 3
b. Uses contextual data to design instruction relevant to students	Plans and designs MOST instruction that is clearly and appropriately based on significant student, community, and/or cultural data	Plans and designs SOME instruction that is appropriately based on some student, community, and/or cultural data	Plans and designs LITTLE TO NO instruction that is based on student, community, and cultural dara OR planning and design reflect biased or inappropriate use of data	Score 3
c. Plans assessments to guide instruction and measure learning objectives	Plans MOST assessments that guide instruction, measure learning results, and are aligaed with learning objectives	Plans SOME assessments that guide instruction, measure learning results, and are aligned with learning objectives	Plans FEW assessments that guide instruction, measure learning results, and are aligned with learning objectives	Score
d. Plans instructional strategies and activities that address learning objectives for all students	Aligns MOST instructional strategies and activities with learning objectives for all students	Aligns SOME instructional strategies and activities with learning objectives for all students	Aligns FEW instructional strategies and activities with learning objectives for all students	Score 3
o. Plans instructional strategies and reflvities that facilitate multiple levels of learning	Plans MOST instructional strategies that include several levels of learning with SOME requiring higher-order thinking	Plans instructional strategies that include at least TWO levels of learning with at least ONE requiring higher-order thinking	Plans instructional strategies that do not include levels of learning OR do not require higher-order thinking	Scole
Standard 3: The Teacher				Score
Creates and Maintains Learning Climate	3.	2	1	Score, 3
a. Communicates high expectations	Sets significant and challenging objectives for students AND verbally/converbally/communicates confidence in students' abilities to achieve these objectives.	Sets significant and challenging objectives for students BUT does not communicate confidence in students' ability to achieve these objectives	Does not set significant and challenging objectives for students AND does not communicate confidence in students	scare 3
). Establishes a positive carning environment	Establishes clear standards of conduct, shows awareness of student behavior, AND responds in ways that are both appropriate and respectful to students	Makes efforts to establish standards of conduct, and monitor and respond to student behavior, BUT offorts are ineffective and or appropriate	Does not establish clear standards for student conduct, AND does not effectively monitor behavior, AND does not appropriately respond to behavior	Score 3
Values and supports fudent diversity and diversity and diresses individual needs.	Consistently supports student diversity and addresses individual needs using a VARIETY of strategies and mothods	Inconsistently supports student diversity and addresses individual needs or uses a LIMITED repertoirs of strategies and methods	attempt to respond to student diversity and individual needs —tends to use a "one size fits all" approach	Score 3
Fosters mutual respect etween teacher and tudents and among udents	Consistently treats all students with respect and concern AND monitors student interactions to encourage students to freat each other with respect and concern	Inconsistently treats all students with respect OR does not monitor students	Does not treat all students with respect and concern AND does not monitor students	Scorie 3
Provides a safe avironment 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	Falls to create an emotionally AND physically safe environment for students	Score 3

Standard 4: The Teacher				
Implements and Manages	3	2	1	Score
Instruction a. Uses a variety of		·		Score
instructional strategies that	Uses a variety of instructional strategies that engage students		Uses instructional strategies	Score
align with learning	throughout the lesson on tasks	strategies that engage students throughout the lesson on tasks	that do not engage students AND are not aligned with	OCC) &
objectives and actively	aligned with learning	BUT are not aligned with learning	learning objectives	1
engage students	objectives	objectives OR tasks are aligned		1
		with learning objectives BUT do		
b. Implements instruction	Implements instruction based	not keep students engaged Implements instruction based on	Does not base instruction on	
based on diverse student	on diverse student needs and	diverse student needs and	diverse student needs and	Score
needs and assessment data	assessment data AND adapts	assessment date BUT does not	assessment data AND does	7
	instruction to unanticipated	adapt instruction to unanticipated	not adapt instruction to	1.4
	circumstances when needed	circumstances when needed	unanticipated circumstances	
c. Uses time effectively	Establishes EFFICIENT	Establishes SOMEWHAT efficient	when needed Fails to establish consistent	ļ
•	procedures for performing	procedures for performing non-	procedures for performing	Score
	non-instructional tasks,	Instructional tasks, handling	non-instructional tasks,	
	handling materials and	materials and supplies, managing	handling materials and	
	supplies, managing transitions,	transitions, and organizing and	supplies, managing	12
	and organizing and monitoring group work so that there is	monitoring group work that vary in their effectiveness so there is	transactions, and organizing	1.)
	MINIMAL loss of	SOME UNNECESSARY loss of	and monitoring group work	
	instructional time	instructional time	resulting in significant loss of instructional time	
d. Uses space and materials	Uses classroom space AND	Uses classroom space but not	Fails to effectively use	
effectively	materials effectively to	materials to effectively facilitate	classroom space AND	Score
	facilitate student learning	student fearning OR uses materials	materials to facilitate student	2
		but not classroom space to offectively facilitate student	learning.	 .
		learning		
e. Implements and	CONSISTENTLY uses a	SOME instruction promotes	LITTLE or NO instruction	· · · · · · · · · · · · · · · · · · ·
manages instruction in	variety of appropriate	higher-order thinking	promotes higher-order	Score
ways that facilitate higher- order thinking	strategies to facilitate higher-		thinking	d
TO A CARE TO THE PARTY OF THE PROPERTY OF THE	order thinking	The state of the s	· ·	
Standard 5: The Teacher	· i ath			7.5
Assesses and Communicates	3 6 5	2	1	Scor
Learning Results	3 nechnock	P. Hydriffers and	·	Score
t. Uses pre-assessments	Uses a variety of pre- assessments to establish	SOMETIMES uses pre-	DOES NOT USE pre-	
	baseline knowledge and skills	assessments to establish baseline	assessments to establish baseline	1 7
	for all students	knowledge and skills for all students	knowledge and skills for all students	10
. Uses formative	Uses a variety of formative	Uses SOME formative assessments	Does not use a variety of	
ssessments	assessments to determine	to determine each student's	formative assessments to	Score
J.	ouch student's progress and	progress and guide instruction	determine each student's	10
	guide instruction	BUT offers LITTLE variety	progress and guide instruction	
. Uses summative	Uses varied summative	The Tryes Ta	AND offers NO variety	
ssessments	assessments to determine	Uses LITTLE variety in summative assessments to determine each	Uses NO variety in summative	Score
	each student's progress	student's progress	assessments to determine each student's progress	12
Describes, analyzes, and	Analyzes assessment data to	Analyzes assessment data to guide	Does not maiyze assessment	
valuates student	guide instruction and learning	instruction and learning OR to	data to guide instruction QR	Score
erformance data	and measure learning	measure learning progress	measure learning progress	$\perp 2$
Communicates learning	progress Communicates learning	Commence to the state of the st	Т	
sults to students and	results to students AND	Communicates learning results to students OR parents in a	Does not communicate learning	Score
arents	parents in a meaningful and	meaningful and timely manner	results to students AND parents in a meaningful and timely.	["Y
	timely manner	The time of time of the time of the time of the time of time of the time of time o	manner	12
Allows opportunity for	CONSISTENTLY promotes	SOMETIMES proniotes	RARBLY OR NEVER promotes	_!ૣ૾૾ૻ ```
		*		Score
udent self-assessment	opportunities for students to	opportunities for students to	opportunities for students to	, mark
udent self-assessment	opportunities for students to engage in accurate self-	opportunities for students to engage in accurate self-assessment of learning	opportunities for students to engage in accurate self- assessment of learning	13

Standard 6: The Teacher Demonstrates the	3		_	Score
Implementation of Technology		2	1	Score 3
Uses available technology to design and plan instruction	technology to design and plan instruction	SOMETIMES uses technology to design and plan instruction	RARELY or NEVER uses technology to design and plan instruction	Score
b. Uses available technology to implement instruction that facilitates student learning	REGULARLY uses technology to implement instruction and facilitate student learning	SOMETIMES uses technology to implement instruction and facilitate student learning	RARELY or NEVER uses technology to implement instruction and facilitate student learning	Score 3
c. Integrates student use of available technology into instruction	REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	SOMETIMES integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	RARELY or NEVER integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	Score 3
d. Uses available technology to assess and communicate student learning	REGULARLY uses technology to assess and communicate student learning	SOMETIMES uses technology to assess and communicate student learning	RARELY or NEVER uses technology to assess and communicate student learning	Score 3
e. Demonstrates ethical use of technology	Ensures that personal use and student use of technology are ethical and legal	Ensures that personal use OR student use of technology are ethical and legal	DOES NOT ensure that personal use OR student use of technology is ethical and legal	Score 3
Standard 7: Reflects on and Evaluates Teaching and Learning	3	2	<u> </u>	Score 3
a. Uses data to reflect on and evaluate student learning	REGULARLY reflects on and evaluates student learning using appropriate data.	SOMETIMES reflects on and evaluates student learning using appropriate data	RARELY or NEVER reflects on and evaluates student learning using appropriate data	Score
b. Uses data to reflect on and evaluate instructional practice	REGULARLY reflects on and evaluates instructional practice using appropriate data	SOMETIMES reflects on and evaluates instructional practice using appropriate data	appropriate data RARELY or NEVER reflects on and ovaluates instructional practice using appropriate data	Score
and identify areas for	REGULARLY identifies areas for professional growth using appropriate data	SOMETIMES identifies areas for professional growth using appropriate data	RARELY or NEVER Identifies areas for professional growth using appropriate data	Soore 3
Standard 8: Collaborates			appropriate the second	
with Colleagues/ Parents/ Others	3	· 2 .	1	Score 3
learning could be enhanced by collaboration	Identifies ONE or more students whose learning could be enhanced by collaboration and provides an appropriate rationale	Identifies ONE or more students whose fearning could be enhanced by collaboration, but does not provide an appropriate rationale	Falls to identify a student whose learning could be enhanced by collaboration	Score 3
enhance student learning that includes all parties in the collaborative effort	Designs a plan to enhance student learning that includes ALL parties in the collaborative effort	Designs a plen to enhance student learning that includes SOME parties in the collaborative effort	Does not design a plan OR the plan does not enhance student learning	Score 3
activities that enhance student learning and engages all parties		enhance student learning AND engage SOMB parties	Does not implement planned activities OR plan does not enhance student learning	Score 3
evaluate the outcomes of collaborative effort	to evaluate the outcomes of collaboration AND identifies	evaluate the outcomes of	Does not evaluate outcomes of collaboration OR does not analyze student learning defa to evaluate outcomes of collaboration	Score

Standard 9: Evaluates Teaching and Implements Professional Development		2	1 5	Score
a. Self-assesses performance relative to Kentucky's Teacher Standards	THOROUGHLY and ACCURATELY assesses current performance on all Kentucky Teacher Standard	PARTIALLY assesses ourre performance on some Kentuc Teacher Standards	nt Does not assess current	Score 3
b. Identifies priorities for professional development based on data from self- assessment, student performance and feedback from colleagues	Identifies priority areas for growth based on self- assessment, student performance, AND feedback from colleagues		ident areas OR identified areas are not based on any self-assessment, student performance or feedback from colleagues	3
c. Designs a professional growth plan that addresses identified priorities	Designs a clear, logical professional growth plan AN addresses all identified priorities	Designs a professional growth that is somewhat clear and log and addresses all identified priorities OR only clearly and logically addresses some iden priorities	r plan Designs a professional growth plan that is not clear and logical AND does not address identified priorities	Gore.
d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	Shows CLBAR evidence of professional growth and reflection relative to identific priority areas and impact on instructional effectiveness an student learning.	and impact on instructional	reas reflection relative to	3
Standard 10: Provides Leadership Within School/Community/ Profession	3	2	1	Score Z
a. Identifies leadership opportunities that enhance student learning and/or professional environment of the school	Identifies leadership opportunities in the school and selects one for a leadership project that has BCTH the potential for positive impact on learning and/or the professional environment of the school and is realistic in terms of knowledge, skill, and time needed for completion	Identifies leadership opportunities and selects one for leadership project that has potential for positive impact BUT is unrealistic OR the project is realistic BUT has limited potential for positive impact	Does not identify leadership opportunities that have real potential for impact on either the learning or professional environment	3
b. Develops a plan for ongaging in leadership activities	Develops a work plan for a leadership project that CLEARLY describes the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment	Develops a work plan for a leadership project that provides a LIMITED description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment	Develops a work plan for a leadership project that provides a SUPERFICIAL description of the purpose, scope, and participants involved and how the plan will impact student fearning and/or the professional environment OR has developed no plan	3
engaging in leadership activities	Implements a woll-organized leadership plan that has a clear timeline of events/getions AND a clear description of how impact will be assessed	Implements a well-organized leadership plan that has a clear timeline of events/actions BUT lacks a clear description of how impact will be assessed	Implements a poorly organized leadership plan that does NOT have a clear timeline of events/actions AND lacks a clear description of how impact will be assessed OR does not implement leadership plan	3
the results of planned and executed leadership efforts	REGULARLY analyzes student learning and/or other soblood data appropriately to evaluate the results of planned and excented leadership efforts	OCCASIONALLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	RARELY or NEVER enalyzes student learning and/or office school data appropriately to evaluate the results of planned and executed leadership efforts	3



Portfolio Review Comments: Landon Dean Rogers

Overall Comments:

I really like what I see in your portfolio. Through your work, you show a defined effort to engage students through a video interview, vivid pictures in well-created Powerpoint presentations, and tech assessment tools like Kahoot. This is fantastic. You also show the desire to assess students' learning using questions that are closely aligned with specific learning targets. This is especially challenging in Social Studies because the standards are written in very broad terms, making learning targets hard to write and therefore, congruent assessments difficult to create. For a beginning teacher, I think you have done a nice job in this area.

Like most new teachers, I can see that you are trying to figure out classroom management. This will come in time. I can tell that you are being very reflective in this area, and that you were very mindful of it day by day during your Nile River Unit. Your reflections showed that you were aware of the "antsy" nature of your students and that you were trying to craft lessons that used strategies that address this need. When it comes to classroom management, I encourage you to abide by the "one minute per year of age" rule: Brain research shows that you can only lecture or have the students take notes and/or passively listen for one minute per year of the child's age. In middle school, this means that every 12-14 minutes, you have to stop talking or presenting and plan something interactive for the students to do. This could be a cooperative learning activity, a short formative assessment using technology, something that requires debate, movement, etc. When this is implemented consistently, I have found that it really has an impact on classroom management.

Back to the challenging nature of Social Studies standards (mentioned above): I encourage you to try to stay laser-focused. Whatever "lens" you choose to allow students to learn the standard, stick with it as much as possible. In your unit, you began laser-focused on the Nile River, which was good. But, in lessons 4 and 5, you suddenly broadened your content coverage into a much larger expanse (ultimately to the whole country of Nigeria). In my opinion, a 5 day unit didn't have adequate time to broaden the expanse of the content this much. You would have been better served to stick with the Nile River as the "lens", and use it to teach as much of the standards as possible. Then, later on, when you have more lessons to devote to it, use Nigeria to teach a different set of standards.

Specific Positives:

- Attempts to use a variety of instructional settings, including stations
- Lesson 3 was very good great content and use of video
- Great reflection shown as you tried to see what made your class work best (behavior-wise) as the unit progressed
- Good reflection overall

Good PPT visuals and organization

Areas for Growth:

- Analysis of your day-to-day classroom data to drive your instruction needs to be more in-depth
- Continue to focus on creating assessments that are perfectly aligned to your learning targets this takes time to master, but the more reflective your assessments are of each day's target, the better your rigor will be
- I believe that your first 3 lessons would have been really strengthened if you switched lesson 2 and lesson 3. I know lesson 2 was meant to allow students to have the chance to explore on their own, but lesson 3 provided such a great foundation that I believe that you could have tweaked your lesson 2 directions for each station and the students would have had a richer learning experience overall after getting the info and experiences provided in lesson 3.
- SS content can be very broad try to "plug in" a narrower band of content that will allow you to teach the standards (mentioned in the overall comments above). This will allow bot hyou and the students to stay more focused, and therefore internalize the standard better. Otherwise, the content coverage can easily become "a mile wide and an inch deep".



Campbellsville University School of Education Portfolio Evaluation Rubric

сит <u># 431004</u>	Major Elementary Education
Name Karey Sellers	Evaluator Code LHW
Date 4/22/18	Holistic Portfolio Score 3
Check appropriate box: CAP 3 CAP 4 CAP 7	

Directions: Record a holistic score for each standard and an analytical score for each indicator.

Scoring Guide: 3=Satisfactory 2=Progress Made 1=Unsatisfactory

d in the TPA Secti-	on of the portfolio.
3 (0)	2 0 1 0
3 6	$\frac{2}{2}$ $\frac{1}{1}$ $\frac{1}{1}$
3 8	2 0 1
- 3 6	
3 0	
2 6	$\frac{4}{2} + \frac{1}{1} + \frac{1}$
3 6	$\frac{2}{3}$ $\frac{1}{6}$ $\frac{1}{6}$
	d in the TPA Section 3

Standard 1: The Teacher Demonstrates Applied Content Knowledge	3	2	1	Score
a. 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	3
b. 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 of students	3
c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning	Uses 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 content and processes of the lesson AND make SOME contribution to student learning	Demonstrates instructional strategies that are RARELY or NEVER appropriate for content and processes of the lesson OR make NO contribution to student learning.	3
d. 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 consider lesson content from different perspectives to extend their understanding	·3·
e. Identifies and addresses students' misconceptions of content	REGULARLY identifies misconceptions related to content and addresses them during planning and instruction	SOMETIMES identifies misconceptions related to content and addresses them during planning and instruction	RARELY or NEVER identifies misconceptions related to content and addresses them during planning and instruction	3

Standard 2: The Teacher Designs and Plans Instruction	3	2	1	Score 3
a. Develops significant objectives aligned with standards	States learning objectives that reflect key concepts of the discipline AND are aligned with local or state standards	States learning objectives that reflect key concepts of the discipline but are not aligned with local or state standards OR states learning objectives that do not reflect key concepts of the discipline	Uses objectives that are not clearly stated or are trivial AND are not aligned with local or state standards	3
b. Uses contextual data to design instruction relevant to students	Plans and designs MOST instruction that is clearly and appropriately based on significant student, community, and/or cultural data	Plans and designs SOME instruction that is appropriately based on some student, community, and/or cultural data	Plans and designs LITTLE TO NO instruction that is based on student, community, and cultural data OR planning and design reflect biased or inappropriate use of data	3
c. Plans assessments to guide instruction and measure learning objectives	Plans MOST assessments that guide instruction, measure learning results, and are aligned with learning objectives	Plans SOME assessments that guide instruction, measure learning results, and are aligned with learning objectives	Plans FEW assessments that guide instruction, measure learning results, and are aligned with learning objectives	3
d. Plans instructional strategies and activities that address learning objectives for all students	Aligns MOST instructional strategies and activities with learning objectives for all students	Aligns SOME instructional strategies and activities with learning objectives for all students	Aligns FEW instructional strategies and activities with learning objectives for all students	3
e. Plans instructional strategies and activities that facilitate multiple levels of learning	Plans MOST instructional strategies that include several levels of learning with SOME requiring higher-order thinking	Plans instructional strategies that include at least TWO levels of learning with at least ONE requiring higher-order thinking	Plans instructional strategies that do not include levels of learning OR do not require higher- order thinking	3

Standard 3: The Teacher Creates and Maintains	3	2	1	Score
Learning Climate		_	1	3
a. Communicates high expectations	Sets significant and challenging objectives for students AND verbally/nonverbally communicates confidence in students' abilities to achieve these objectives.	Sets significant and challenging objectives for students BUT does not communicate confidence in students' ability to achieve these objectives	Does not set significant and challenging objectives for students AND does not communicate confidence in students	3
b. Establishes a positive learning environment	Establishes clear standards of conduct, shows awareness of student behavior, AND responds in ways that are both appropriate and respectful to students	Makes efforts to establish standards of conduct, and monitor and respond to student behavior, BUT efforts are ineffective and or appropriate	Does not establish clear standards for student conduct, AND does not effectively monitor behavior, AND does not appropriately respond to behavior	3
c. 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	3
d. 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 OR does not monitor students	Does not treat all students with respect and concern AND does not monitor students	3
c. 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	3

Standard 4: The Teacher Implements and Manages Instruction	3	2	1	Score
a. Uses a variety of instructional strategies that align with learning objectives and actively engage students	Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives	Uses a variety of instructional strategies that engage students throughout the lesson on tasks BUT are not aligned with learning objectives OR tasks are aligned with learning objectives BUT do not keep students engaged	Uses instructional strategies that do not engage students AND are not aligned with learning objectives	3
b. Implements instruction based on diverse student needs and assessment data	Implements instruction based on diverse student needs and assessment data AND adapts instruction to unanticipated circumstances when needed	Implements instruction based on diverse student needs and assessment date BUT does not adapt instruction to unanticipated circumstances when needed	Does not base instruction on diverse student needs and assessment data AND does not adapt instruction to unanticipated circumstances when needed	3
c. Uses time effectively	Establishes EFFICIENT procedures for performing non-instructional tasks, inandling 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 there is SOME UNNECESSARY loss of instructional time	Fails to establish consistent procedures for performing non-instructional tasks, handling materials and supplies, managing transactions, and organizing and monitoring group work resulting in significant loss of instructional time	3
d. 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
c. Implements and manages instruction in ways that facilitate higher- order thinking	CONSISTENTLY uses a variety of appropriate strategies to facilitate higher-order thinking	SOME instruction promotes higher-order thinking	LITTLE or NO instruction promotes higher-order thinking	3
Standard 5: The Teacher Assesses and Communicates Learning Results	3	2	1	Score 3
a. Uses pre-assessments	Uses a variety of pre- assessments to establish baseline knowledge and skills for all students	SOMETIMES uses pre- assessments to establish baseline knowledge and skills for all students	DOES NOT USE pre- assessments to establish baseline knowledge and skills for all students	~ ·
b. Uses formative assessments	Uses a variety of formative assessments to determine each student's progress and guide instruction	Uses SOME formative assessments to determine each student's progress and guide instruction BUT offers LITTLE variety	Does not use a variety of formative assessments to determine each student's progress and guide instruction AND offers NO variety	
c. Uses summative assessments	Uses varied summative assessments to determine each student's progress	Uses LITTLE variety in summative assessments to determine each student's progress	Uses NO variety in summative assessments to determine each student's progress	3
d. Describes, analyzes, and evaluates student performance data	Analyzes assessment data to guide instruction and learning and measure learning progress	Analyzes assessment data to guide instruction and learning OR to measure learning progress	Does not analyze assessment data to guide instruction OR measure learning progress	3
e. Communicates learning results to students and parents	Communicates learning results to students AND parents in a meaningful and timely manner	Communicates learning results to students OR parents in a meaningful and timely manner	Does not communicate learning results to students AND parents in a meaningful and timely manner	3
f. Allows opportunity for student self-assessment	CONSISTENTLY promotes opportunities for students to engage in accurate self-assessment of learning	SOMETIMES promotes opportunities for students to engage in accurate self-assessment of learning	RARELY OR NEVER promotes opportunities for students to engage in accurate self- assessment of learning	3

Standard 6: The Teacher Demonstrates the Implementation of Technology	3	2	1	Score
A. Uses available technology to design and plan instruction	REGULARLY uses technology to design and plan instruction	SOMETIMES uses technology to design and plan instruction	RARELY or NEVER uses technology to design and plan instruction	3
b. Uses available technology to implement instruction that facilitates student learning	REGULARLY uses technology to implement instruction and facilitate student learning	SOMETIMES uses technology to implement instruction and facilitate student learning	RARELY or NEVER uses technology to implement instruction and facilitate student learning	3
c. Integrates student use of available technology into instruction	REGULARLY integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	SOMETIMES integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	RARELY or NEVER integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs	3
d. Uses available technology to assess and communicate student learning	REGULARLY uses technology to assess and communicate student learning	SOMETIMES uses technology to assess and communicate student learning	RARELY or NEVER uses technology to assess and communicate student learning	3
e. Demonstrates ethical use of technology	Ensures that personal use and student use of technology are ethical and legal	Ensures that personal use OR student use of technology are ethical and legal	DOES NOT ensure that personal use OR student use of technology is ethical and legal	3

Standard 7: Reflects on and Evaluates Teaching and			1	Score
Learning	, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , , , , , , , , ,	1	3
a. Uses data to reflect on and evaluate student learning	REGULARLY reflects on and evaluates student learning using appropriate data	SOMETIMES reflects on and evaluates student learning using appropriate data	RARELY or NEVER reflects on and evaluates student learning using appropriate data	3
b. Uses data to reflect on and evaluate instructional practice	REGULARLY reflects on and evaluates instructional practice using appropriate data	SOMETIMES reflects on and evaluates instructional practice using appropriate data	RARELY or NEVER reflects on and evaluates instructional practice using appropriate data	3
c. Uses data to reflect on and identify areas for professional growth	REGULARLY identifies areas for professional growth using appropriate data	SOMETIMES identifies areas for professional growth using appropriate data	RARELY or NEVER identifies areas for professional growth using appropriate data	3

Standard 8: Collaborates with Colleagues/ Parents/ Others	3	2	1	Score 3
a. Identifies students whose learning could be enhanced by collaboration	Identifies ONE or more students whose learning could be enhanced by collaboration and provides an appropriate rationale	Identifies ONE or more students whose learning could be enhanced by collaboration, but does not provide an appropriate rationale	Fails to identify a student whose learning could be enhanced by collaboration	3
b. Designs a plan to enhance student learning that includes all parties in the collaborative effort	Designs a plan to enhance student learning that includes ALL parties in the collaborative effort	Designs a plan to enhance student learning that includes SOME parties in the collaborative effort	Does not design a plan OR the plan does not enhance student learning	3
c. Implements planned activities that enhance student learning and engages all parties	Implements planned activities that enhance student learning AND engage ALL parties	Implements planned activities that enhance student learning AND engage SOME parties	Does not implement planned activities OR plan does not enhance student learning	3
d. Analyzes data to evaluate the outcomes of collaborative effort	Analyzes student learning data to evaluate the outcomes of collaboration AND identifies next steps	Analyzes student learning data to evaluate the outcomes of collaboration BUT does not identify next steps	Does not evaluate outcomes of collaboration OR does not analyze student learning data to evaluate outcomes of collaboration	3

Standard 9: Evaluates Teaching and Implements Professional Development	3	2	1	Score 3
a. Self-assesses performance relative to Kentucky's Teacher Standards	THOROUGHLY and ACCURATELY assesses current performance on all Kentucky Teacher Standards	PARTIALLY assesses current performance on some Kentucky Teacher Standards	Does not assess current performance on Kentucky Teacher Standards	3
b. Identifies priorities for professional development based on data from self- assessment, student performance and feedback from colleagues	Identifies priority areas for growth based on self- assessment, student performance, AND feedback from colleagues	Identifies priority areas for growth based on self-assessment, student performance OR feedback from colleagues	Does not identify priority areas OR identified areas are not based on any self- assessment, student performance or feedback from colleagues	3
c. Designs a professional growth plan that addresses identified priorities	Designs a clear, logical professional growth plan AND addresses all identified priorities	Designs a professional growth plan that is somewhat clear and logical and addresses all identified priorities OR only clearly and logically addresses some identified priorities	Designs a professional growth plan that is not clear and logical AND does not address identified priorities	3
d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	Shows CLEAR evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows SOME evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	Shows LITTLE evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and student learning	3

Standard 10: Provides Leadership Within School/Community/ Profession	3	2	1	Score 3
a. Identifies leadership opportunities that enhance student learning and/or professional environment of the school	Identifies leadership opportunities in the school and selects one for a leadership project that has BOTH the potential for positive impact on learning and/or the professional environment of the school and is realistic in terms of knowledge, skill, and time needed for completion	Identifies leadership opportunities and selects one for leadership project that has potential for positive impact BUT is unrealistic OR the project is realistic BUT has limited potential for positive impact	Does not identify leadership opportunities that have real potential for impact on either the learning or professional environment	3
b. Develops a plan for engaging in leadership activities	Develops a work plan for a leadership project that CLBARLY describes the putpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment	Develops a work plan for a leadership project that provides a LIMITED description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment	Develops a work plan for a leadership project that provides a SUPERFICIAL description of the purpose, scope, and participants involved and how the plan will impact student learning and/or the professional environment OR has developed no plan	3
c. Implements a plan for engaging in leadership activities	Implements a well-organized leadership plan that has a clear timeline of events/actions AND a clear description of how impact will be assessed	Implements a well-organized leadership plan that has a clear timeline of events/actions BUT lacks a clear description of how impact will be assessed	Implements a poorly organized leadership plan that does NOT have a clear timeline of events/actions AND lacks a clear description of how impact will be assessed OR does not implement leadership plan	3
d. Analyzes data to evaluate the results of planned and executed leadership efforts	REGULARLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	OCCASIONALLY analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	RARELY or NEVER analyzes student learning and/or other school data appropriately to evaluate the results of planned and executed leadership efforts	3

.



Campbellsville University School of Education

Portfolio Evaluation Rubric

Interdisciplinary Early Childhood Education Program

CU ID# 494445	Major <u>IECE</u>
Name Donna Smallwood	Evaluator Code 70715
Date <u>11/21/17</u> Check appropriate box: CAP 3	Holistic Portfolio Score <u>3</u> CAP 4

Directions: Record a holistic score for each standard and an analytical score for each indicator.

Scoring Guide: 3=Satisfactory

2=Progress Made

1=Unsatisfactory

General Portfolio Requirements	3	2	1	
a. Cover Page	3	2	1	
b. Signed form verifying original work and permission to review	3		1	
c. Self evaluation of portfolio	3	2	1	
d. Resume/vita	3	2	1	
e. Educational philosophy located after the resume/vita (2 pages, size 12 font, double-spaced)	3		1	
f. Represents competency in writing skills	3	2	1	

Standard I: The IECE			THE STATE OF THE S	Score
Educator Designs and Plans Instruction	3	2	1	3
a. Design for all children	Plans and designs MOST	Plans and designs SOME	Plans and designs LITTLE TO	
developmentally	instruction appropriate for the	instruction appropriate for the	NO instruction that is	3
appropriate, comprehensive	developmental levels of all	developmental levels of all	developmentally appropriate for	
curriculum, instruction and	children including those with	children including those with	all children including those with	
learning outcomes aligned	disabilities AND	disabilities AND aligns MOST	disabilities with FEW learning	
with program, school,	CONSISTENTLY aligns	learning outcomes with local,	outcomes aligned with local,	
district, state, and/or federal	learning outcomes with local,	state, and/or federal goals	state, and/or federal goals	
goals.	state and/or federal goals	1	and the state of t	
b. Include assessments that	MOST assessments target	SOME assessments target	FEW or NO assessments target	3
target learning outcomes	learning outcomes	learning outcomes	learning outcomes	"
c. Individualize curriculum,	Shows CLEAR evidence of	Shows SOME evidence of	Shows LITTLE or NO evidence	3
instruction plans, and	ability to individualize	ability to individualize	of ability to individualize	
assessment strategies for	instruction plans and assessment	instruction plans and assessment	instruction plans and assessment	
ALL children.	strategies for ALL children	strategies for ALL children	strategies for ALL children	
d. Plan developmentally	Individually-targeted learning	MOST individually-targeted	Shows LITTLE evidence of	3
appropriate and activity-	objectives are CLEARLY	learning objectives are designed	ability to design or appropriately	
based instruction	designed for children's	for children's developmental	embed individually-targeted	
	developmental levels AND are	levels AND are embedded into	objectives into natural routines	
·	embedded into natural routines	natural routines and activities of	and activities of the environment	
e. Plan for the effective	and activities of the environment	the environment		
involvement of team	Plans include a VARIETY of	Plans include a FEW team	Plans do not reflect effective	3
members, including	team members across a	members or include a VARIETY	team involvement.	
assistants, staff and	VARIETY of learning environments	of team members across in one		
volunteers across learning	environments	learning environment	•	
environments	,	·		
f. Include knowledge and	Plans show CLEAR knowledge	Plans show SOME knowledge	Plans show LITTLE or NO	3
strategies of multiple	and use of strategies across	and use of strategies across	knowledge or use of strategies	-
disciplines	MULTIPLE disciplines	MULTIPLE disciplines	across MULTIPLE disciplines	
g. Plan experiences and	Plans MOST intervention	Plans SOME intervention	RARELY or NEVER plans	3
instruction based on family	experiences and instruction with	experiences and instruction with	intervention experiences and	-
trengths, resources,	consideration of family	consideration of family	instruction with consideration of	
priorities, and concerns	strengths, resources, priorities,	strengths, resources, priorities,	family strengths, resources,	
	and concerns	and concerns	priorities, and concerns	ļ
		. ""-		

Standard II: The IECE				Score
Educator Creates and	3	2	1	2
Maintains Environment				_
a. Maintain an emotionally	REGULARLY maintains an	SOMETIMES maintains an	RARELY maintains an	3
ind physically healthy and	emotionally and physically	emotionally and physically	emotionally and physically	_
afe environment	healthy and safe environment	healthy and safe environment	healthy and safe environment	1
. Create and maintain	REGULARLY creates and	SOMETIMES creates and	RARELY creates and maintains	1
onsistent routines and	maintains consistent routines	maintains consistent routines	consistent routines and	1
chedules that engage	and schedules that engage	and schedules that engage	schedules that engage children	
aildren and maximize	children and maximize learning	children and maximize learning	and maximize learning	
arning			and manual teathing	
Facilitates smooth	REGULARLY facilitates	SOMETIMES facilitates smooth	RARELY facilitates smooth	1
ansition for children	smooth transitions for children	transitions for children between	transitions for children between	
etween activities	between activities.	activities.	activities.	
Create and maintain	REGULARLY creates and	SOMETIMES creates and	RARELY creates and maintains	3
dividually appropriate,	maintains individually	maintains individually	individually appropriate,	"
ctivity-based learning	appropriate, activity-based	appropriate, activity-based	activity-based learning	
vironments	learning environments	learning environments	environments	
Adapt environments to	REGULARLY adapts	SOMETIMES adapts	RARELY adapts environments	3
port children with	environments to support children	environments to support children	to support children with special	ا
cial needs and dlsabilities	with special needs and	with special needs and	needs and disabilities	
	disabilities	disabilities	acces and disabilities	
Create and maintain	REGULARLY creates and	SOMETIMES creates and	RARELY creates and maintains	2
lturally responsive	maintains culturally responsive	maintains culturally responsive	culturally responsive	
dronments to support all	environments to support all	environments to support all	environments to support all	
Idren and families	children and families	children and families	children and families	
Create, evaluate, and	ACCURATELY evaluates and	USUALLY evaluates and selects	RARELY evaluates AND/OR	3
ect technology, materials,	selects APPROPRIATE	APPROPRIATE technology,	selects INAPPROPRIATE	3
d media to enhance the	technology, materials, and media	materials, and media to create an	technology, materials, and media	
rning environment	to create an enhanced learning	enhanced learning environment	to create an enhanced learning	
rane entrodució	environment	emanoed featuring chylroditiedf	environment	
Use appropriate positive	REGULARLY uses appropriate,	SOMETIMES uses appropriate,		2
dance techniques to	positive guidance techniques to	positive guidance techniques to	RARELY uses appropriate,	3
er children's self-	foster children's self-regulation		positive guidance techniques to	
er candren's sen- ilation	toster emidren 8 sen-regulation	foster children's self-regulation	foster children's self-regulation	
	Designs EFFECTIVE entecedent	Malan di 200 mil - 1-1	The ALOTT I	
esign antecedent and		Makes an effort to design	Does NOT design antecedent	3 (
sequent conditions to	and consequent conditions to	antecedent and consequent	and consequent conditions to	
ter child self-regulation	foster child self-regulation and	conditions to foster child self-	foster child self-regulation and	
l learning	learning PROUG ADDING THE	regulation and learning	learning or uses incorrectly	
Facilitate mutual respect	REGULARLY facilitates mutual	SOMETIMES facilitates mutual	RARELY facilitates mutual	3
ong peers through	respect among peers through	respect among peers through	respect among peers through	
perative and independent	cooperative and independent	cooperative and independent	cooperative and independent	
rning activities	learning activities	learning activities	learning activities	

cooperative and independent	cooperative and independent	cooperative and independent	cooperative and independent	
learning activities	learning activities	learning activities	learning activities	
Standard III: The IECE				Score
Educator	,			<u> </u>
Implements/Manages	3	2	1	3
Instruction				
a. Implement	REGULARLY Implements	SOMETIMES Implements	RARELY Implements	3
developmentally	developmentally appropriate,	developmentally appropriate,	developmentally appropriate,	
appropriate, comprehensive	comprehensive curriculum and	comprehensive curriculum and	comprehensive curriculum and	
curriculum and instruction	instruction aligned with	instruction aligned with	instruction aligned with	
aligned with program,	program, school, district, and/or	program, school, district, and/or	program, school, district, and/or	
school, district, state, and/or	state goals	state goals	state goals	
federal goals	(1.4.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1			
b. Implement instructional	REGULARLY implements	SOMETIMES implements	RARELY implements	3
strategies that meet the	instructional strategies that meet	instructional strategies that meet	instructional strategies that meet	
individual needs of each	the individual needs of each	the individual needs of each	the individual needs of each	
ehild	child.	child	child	
c. Engage children in a	REGULARLY engages children	SOMETIMES engages children	RARELY engages children in a	- 3
variety of child-initiated and	in a variety of child-initiated and	in a variety of child-initiated and	variety of child-initiated and	
teacher-facilitated	teacher-facilitated	teacher-facilitated	teacher-facilitated	· .
developmentally appropriate	developmentally appropriate	developmentally appropriate	developmentally appropriate	(
activities	activities	activities	activities	``.
d. Provide guidance, cues,	REGULARLY provides	SOMETIMES provides	RARELY provides guidance,	3
and feedback to children to	guidance, cues, and feedback to	guidance, cues, and feedback to	cues, and feedback to children to	
foster self-management and	children to foster self-	children to foster self-	foster self-management and	
learning	management and learning	management and learning	learning	

e. Implement culturally responsive learning experiences to support children and their families	REGULARLY implements culturally responsive learning experiences to support children and their families	SOMETIMES implements culturally responsive learning experiences to support children and their families	RARELY implements culturally responsive learning experiences to support children and their families	3
f. Implement and support family-centered activities that reflect each family's resources, priorities, and concerns	REGULARLY implements and supports family-centered activities that reflect each family's resources, priorities, and concerns	SOMETIMES implements and supports family-centered activities that reflect each family's resources, priorities, and concerns	RARELY implements and supports family-centered activities that reflect each family's resources, priorities, and concerns	3
g. Involve team members in instructional activities	REGULARLY involves team members in instructional activities	SOMETIMES involves team .members in instructional activities	RARELY involves team members in instructional activities	3

ĺ

Standard IV: The IECE				Score
Educator Assesses and	3	2	1	3
Communicates Learning Results		_	· •	
a. Use a systematic process	DECLI ADIV	ACA CONTENT		
to assess and record	REGULARLY uses a systematic	SOMETIMES uses a systematic	RARELY uses a systematic	3
,	process to assess and record	process to assess and record	process to assess and record	1
children's ongoing	children's ongoing	children's ongoing	children's ongoing	
developmental progress	developmental progress	developmental progress	developmental progress	
b. Base assessment	REGULARLY bases assessment	SOMETIMES bases assessment	RARELY bases assessment	3
strategies on	strategies on developmentally	strategies on developmentally	strategies on developmentally	
developmentally appropriate	appropriate learning outcomes	appropriate learning outcomes	appropriate learning outcomes	
learning outcomes and	and aligns strategies with the	and aligns strategies with the	and aligns strategies with the	
aligns strategles with the	program curriculum and	program curriculum and .	program curriculum and	
program curriculum and	appropriate standards	appropriate standards	appropriate standards	
appropriate standards				
c. Plan and implement	REGULARLY plans and	SOMETIMES plans and	RARELY plans and implements	3
assessment strategies that	implements assessment	implements assessment	assessment strategies that are	1
are sensitive to the teaching	strategies that are sensitive to the	strategies that are sensitive to the	sensitive to the teaching and	
and learning context,	teaching and learning context,	teaching and learning context,	learning context, including	
including families' cultures,	including families' cultures, and	including families' cultures, and	families' cultures, and that	
and that address children's	that address children's unique	that address children's unique	address children's unique and/or	
anique and/or special needs	and/or special learning needs	and/or special learning needs	special learning needs	
d. Plan and implement	REGULARLY plans and	SOMETIMES plans and	RARELY plans and implements	3
assessment strategies that	implements assessment	implements assessment	assessment strategies that invite	
invite active involvement of	strategies that invite active	stratogies that invite active	active involvement of	
appropriate partners,	involvement of appropriate	involvement of appropriate	appropriate partners, including	
including team members	partners, including team	partners, including team	team members and children's].
and children's families	members and children's families	members and children's families	families	ļ
e. Accurately interpret the	ACCURATELY interprets the	SOMEWHAT ACCURATELY	INACCURATELY interprets the	3
data and validity of	data and validity of assessment	interprets the data and validity of	data and validity of assessment	د ا
assessment results and	results and communicates results	assessment results and	results and communicates results	
communicate results to	to appropriate partners,	communicates results to	to appropriate partners.	
appropriate partners,	including families, in terms they	appropriate partners, including	including families, in terms they	
including families, in terms	easily understand	familios, in terms they easily	easily understand	
that they easily understand	•	understand	oddiny dindonatand	
f. Use assessment results to	REGULARLY uses assessment	SOMETIMES uses assessment	RARELY uses assessment	3
design appropriate learning	results to design appropriate	results to design appropriate	results to design appropriate	٥
outcomes and to plan for	learning outcomes and to plan	learning outcomes and to plan	resums to design appropriate	
future services and	for future related services and	for future related services and	learning outcomes and to plan for future related services and	
instruction	instruction	instruction	instruction	
MIST WESTON	THOM HOUNTI	HISU RCHOIL	nistruction	

Standard V: The IECE Educator Reflects On and				Score
Evaluates Professional Practices	.3	2	1	3
a. Use data to reflect on and evaluate children's learning	REGULARLY reflects on and evaluates children's learning using appropriate data	SOMETIMES reflects on and evaluates children's learning using appropriate data	RARELY or NEVER reflects on and evaluates children's learning using appropriate data	3
 b. Use data to reflect on and evaluate instructional practices 	REGULARLY reflects on and evaluates instructional practice using appropriate data	SOMETIMES reflects on and evaluates instructional practice using appropriate data	RARELY or NEVER reflects on and evaluates instructional practice using appropriate data	3
c. Use data to identify areas for professional growth	REGULARLY identifies areas for professional growth using appropriate data	SOMETIMES identifies areas for professional growth using appropriate data	RARELY or NEVER identifies areas for professional growth using appropriate data	3

d. Analyze the involvement and effectiveness of team members in instruction	MUCH evidence of collaboration and measures of team members' effectiveness in implementing appropriate	SOME evidence of collaboration and measures of team members' effectiveness in implementing instruction exists	LIMITED evidence of collaboration exists and does not adequately measure instructional effectiveness	
	instruction exists		off court off cas	
Standard VI: The IECE Educator Collaborates With	3	2	1	Scor
Colleagues/Families/Others				3
a. Participates as an effective team member and demonstrate appropriate interpersonal skills to support collaboration in early childhood settings	REGULARLY participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings	SOMETIMES participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings	RARELY participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings	3
b. Demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others	REGULARLY demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others	SOMETIMES demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others	RARELY demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others	3
c. Collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning	REGULARLY collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning.	SOMETIMES collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning	RARELY collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning	3
d. Collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning	REGULARLY collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development	SOMETIMES collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development	RARELY collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development	3
e. Collaborates with community members and agencies to provide resources to promote child development and learning	REGULARLY collaborates with community members and agencies to provide resources to promote child development and learning	SOMETIMES collaborates with community members and agencies to provide resources to promote child development and learning	RARELY collaborates with community members and agencies to provide resources to promote child development and learning	3
f. Articulates individual outcomes and unique needs for each child to staff and volunteers	REGULARLY articulates individual outcomes and unique needs for each child to staff and volunteers	SOMETIMES articulates individual outcomes and unique needs for each child to staff and volunteers	RARELY articulates individual outcomes and unique needs for each child to staff and volunteers	3
g. Provides ongoing, constructive feedback to team members on professional practices	REGULARLY provides ongoing, constructive feedback to team members on professional practices	SOMETIMES provides ongoing, constructive feedback to team members on professional practices	RARELY provides ongoing, constructive feedback to team members on professional practices	3
h. Use adult learning principles in collaboration with team members	REGULARLY uses adult learning principles in collaboration with team members	SOMETIMES uses adult learning principles in collaboration with team members	RARELY uses adult learning principles in collaboration with team members	3
Standard VII: The IECE				Score
Educator Engages in	3	2	1	
- 1	THOROUGHLY and ACCURATELY assesses	PARTIALLY assesses current performance on all KY IECE	Does not assesses current performance on all KY IECE	3
the KY IECE Teacher Standards	current performance on all KY IECE Teacher Standards	Teacher Standards	Teacher Standards	
professional development needs	REGULARLY identifies priorities of professional development needs	priorities of professional development needs	development needs	3
professional growth needs for all priority areas	Designs a professional growth plan that is clear and logical AND addresses all identified priorities	plan that is somewhat clear and logical and addresses all	Designs a professional growth plan that is not clear and logical AND does not address identified priorities	3 (

	,			
d. Engage in professional	Engages in MANY ongoing	Engages in SOME ongoing	Engages in FEW ongoing	3
activities	professional activities (i.e.,	professional activities (i.e.,	professional activities (i.e.,	
	participation in professional	participation in professional	participation in professional	
	organizations, seeking expertise	organizations, seeking expertise	organizations, seeking expertise	
	from multiple sources, and	from multiple sources, and	from multiple sources, and	
	using applied research)	using applied research)	using applied research)	
e. Show evidence of	Shows MUCH evidence of	Shows SOME evidence of	Shows LITTLE evidence of	3
professional growth	professional growth and	professional growth relative to	professional growth relative to	
resulting from the	reflection relative to identified	identified priority areas and	identified priority areas and	
implementation of the plan	priority areas and impact on	impact on instructional	impact on instructional	
-	instructional effectiveness and	effectiveness and children's	effectiveness and children's	
	children's learning	learning .	learning	
f. Apply professional ethics,	REGULARLY applies	SOMETIMES applies	RARELY applies professional	3
practice, and legal mandates	professional ethics, practice, and	professional ethics, practice, and	ethics, practice, and legal	-
in early childhood settings	legal mandates in early	legal mandates in early	mandates in early childhood	
	childhood settings	childhood settings	settings	
Standard VIII: The LECE				·
Educator Supports Families	3		_	Score
Educator Supports Families	3	2	1	
a. Assist families in	Assists families in articulating	Assists families in articulating	When selecting resources DOES	3
articulating resources,	APPROPRIATE resources	ADEQUATE resources based	NOT ADDRESS family	٦
priorities, and concerns	based on family priorities and	on family priorities and	priorities and concerns	İ
	concerns	concerns	priorities and concerns	
b. Individualize interactions	CONSISTENTLY	Individualized interactions and	Individualized interactions and	3
and activities that	individualizes interactions and	activities SOMETIMES	activities RARELY demonstrate	
demonstrate sensitivity to	activities that demonstrate	demonstrate sensitivity to	sensitivity to characteristics to]
characteristics to each	sensitivity to characteristics to	characteristics to each child's	each child's family community	
child's family community	each child's family community	family community	odon other a lanney community	
c. Facilitate communication	ALWAYS facilitates	SOMETIMES facilitates	NEVER facilitates	3
of legal, procedural, and	communication of legal,	communication of legal,	communication of legal,	,
program-related	procedural, and program-related	procedural, and program-related	procedural, and program-related	
information to families using	information to families using	information to families using	information to families using	
appropriate methods of	appropriate methods of	appropriate methods of	appropriate methods of	
communication	communication (i.e., in jargon-	communication (i.e., in jargon-	communication(i.e., in jargon-	
	free native language, sign	free native language, sign	free native language, sign	
	language, or through an	language, or through an	language, or through an	
1	interpreter)	interpreter)	interpreter)	
d. Apply adult learning	REGULARLY applies adult	SOMETIMES applies adult	NEVER applies adult learning	3
principles in family	learning principles in family	learning principles in family	principles in family education	7
education activities	education activities	education activities	activities	
cuachtion activities				3
	CONSISTENTLY considers	SOMETIMES considers	NEVER CONSIDERS TAMELY C	
e. Respect and provide on-	CONSISTENTLY considers and supports family's personal	SOMETIMES considers family's personal preferences	NEVER considers family's	3
e. Respect and provide on- going support for the	and supports family's personal	family's personal preferences	personal preferences regarding	3
e. Respect and provide on-				3

Standard IX: The IECE Educator Demonstrates the	7			Score
Implementation of Technology	3		1	3
 a. Use multiple technology applications to support child learning 	Uses TWO or more different technological applications to support children's learning	Uses at least ONE technological application to support children's learning	Uses FEW applications to support children's learning	3
b. Select appropriate technology to enhance instruction	Selects APPROPRIATE technology to enhance instruction	Selects SOMEWHAT APPROPRIATE technology to aid instruction	Selects INAPPROPRIATE technology or technology interferes with instruction	3
c. Engage children in their use of technology to meet their learning needs and interests	Shows CLEAR evidence of engaging children in the use of technology to meet learning needs AND interests	Shows SOME evidence of engaging children in the use of technology to meet learning needs OR interests	Evidence of engaging children in the use of technology is NOT CLEAR or does not support learning needs or interests	3
d. Use technology to meet the needs of children	Uses MUCH appropriate technology to meet the special needs of children.	Uses SOME appropriate technology to meet the special needs of children.	Uses LITTLE appropriate technology to meet the special needs of children.	3
e. Demonstrate ethical and legal use of technology disciplines	Ensures that ethical and legal use policies are ALWAYS followed	Ensures that ethical and legal use policies are SOMETIMES followed	DOES NOT follow ethical and legal use policies	3

Standard X: The IECE Educator Provides				Score
Leadership Within School/Community/ Profession	3	2	1	3
a. Identify leadership opportunities that enhance child learning and /or the professional environment of the school/community	Identifies leadership opportunities in the school and selects one for a leadership project that has BOTH the potential for positive impact on learning and/or the professional environment of the school AND is realistic in terms of knowledge, skill, and time needed for completion	Identifies leadership opportunities and selects one for a leadership project that has potential for positive impact BUT is unrealistic OR the project is realistic BUT has limited potential for positive impact	Does not identify leadership opportunities that have real potential for impact on either the learning or professional environment	3
b. Develop a plan for engaging in leadership roles and activities	Develops a work plan for a leadership project that CLEARLY describes the purpose, scope, and participants involved and how the plan will impact children's learning and/or the professional environment	Develops a work plan for a leadership project that provides a LIMITED description of the purpose, scope, and participants involved and how the plan will impact children's learning and/or the professional environment	Develops a work plan for a leadership project that provides a SUPERFICIAL description of the purpose, scope, and participants involved and how the plan will impact children's learning and/or the professional environment OR has developed no plan	3
c. Implement a plan for engaging in leadership activities	Implements a well organized leadership plan that has a clear timeline of events/actions AND a clear description of how impact will be assessed	Implements a well organized leadership plan that has a clear timeline of events/actions BUT lacks a clear description of how impact will be assessed	Implements a poorly organized leadership plan that does NOT have a clear timeline of events/actions AND lacks a clear description of how impact will be assessed OR does not implement leadership plan	N/A
d. Analyze data to evaluate the results of planned and executed leadership efforts	REGULARLY analyzes data appropriately to evaluate the results of planned and executed leadership efforts	OCCASIONALLY analyzes data appropriately to evaluate the results of planned and executed leadership efforts	RARELY or NEVER analyzes data appropriately to evaluate the results of planned and executed leadership efforts OR does not evaluate leadership efforts	N/A