

**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/1C4u9sOdhr2yIHRq8mZKolzA04F0g0nCC?usp=sharing>

<https://drive.google.com/drive/folders/1nkZRg-384LgVzMNPahaPm53DpYBBBeK9b?usp=sharing>

[https://drive.google.com/drive/folders/1MK0YVAAS9qgK17AP9VSxPJ6JV\\_M-mJ-V?usp=sharing](https://drive.google.com/drive/folders/1MK0YVAAS9qgK17AP9VSxPJ6JV_M-mJ-V?usp=sharing)  
<https://drive.google.com/drive/folders/1SzhcVsYqNeVHKjIUPbcOEylbquawSABT?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 <input type="checkbox"/> CAP 4 <input type="checkbox"/> CAP 7 <input type="checkbox"/> |                                |

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   | 3   | 2   | 1   |
|--|-----|-----|-----|
| a. Main 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. Competency in writing skills  | 3 ○ | 2 ○ | 1 ○ |

| Standard 1: The Teacher Demonstrates Applied Content Knowledge  | 3  | 2  | 1   | Score |
|---|--|--|---|-------|
| <b>a. Communicates concepts, processes and knowledge</b>  | 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>b. Connects content to life experiences of students</b>  | 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 |
| <b>c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning</b> | 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 |
| <b>d. Guides students to understand content from various perspectives</b>   | 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 |
| <b>e. Identifies and addresses students' misconceptions of content</b>  | 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 |

| <b>Standard 2: The Teacher Designs and Plans Instruction</b>  | <b>3</b>   | <b>2</b>  | <b>1</b>   | <b>Score</b> |
|---|--|---|--|--------------|
| <b>a. Develops significant objectives aligned with standards</b>  | 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>b. Uses contextual data to design instruction relevant to students</b>                                 | 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        |
| <b>c. Plans assessments to guide instruction and measure learning objectives</b>                          | 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        |
| <b>d. Plans instructional strategies and activities that address learning objectives for all students</b> | 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        |
| <b>e. Plans instructional strategies and activities that facilitate multiple levels of learning</b>       | 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        |

| <b>Standard 3: The Teacher Creates and Maintains Learning Climate</b>            | <b>3</b>   | <b>2</b>   | <b>1</b>  | <b>Score</b> |
|--|--|--|---|--------------|
| <b>a. Communicates high expectations</b>   | 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>b. Establishes a positive learning environment</b>                            | 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        |
| <b>c. Values and supports student diversity and addresses individual needs.</b>  | 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        |
| <b>d. Fosters mutual respect between teacher and students and among students</b> | 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        |
| <b>e. Provides a safe environment for learning</b>                               | 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        |

| <b>Standard 4: The Teacher Implements and Manages Instruction</b>   | <b>3</b>   | <b>2</b>   | <b>1</b>  | <b>Score</b> |
|---|--|--|---|--------------|
|   |  |  |   | Score        |
| <b>a. Uses a variety of instructional strategies that align with learning objectives and actively engage students</b> | 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>b. Implements instruction based on diverse student needs and assessment data</b>                                   | 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 data 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        |
| <b>c. Uses time effectively</b>   | 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        |
| <b>d. Uses space and materials effectively</b>  | 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        |
| <b>e. Implements and manages instruction in ways that facilitate higher-order thinking</b>                            | 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        |

| <b>Standard 5: The Teacher Assesses and Communicates Learning Results</b> | <b>3</b>   | <b>2</b>   | <b>1</b>   | <b>Score</b> |
|---|--|--|--|--------------|
|   |  |  |  | Score        |
| <b>a. Uses pre-assessments</b>  | 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   | Score        |
| <b>b. Uses formative assessments</b>                                      | 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        |
| <b>c. Uses summative assessments</b>                                      | 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        |
| <b>d. Describes, analyzes, and evaluates student performance data</b>     | 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        |
| <b>e. Communicates learning results to students and parents</b>           | 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        |
| <b>f. Allows opportunity for student self-assessment</b>                  | 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 Demonstrates the Implementation of Technology                   | 3   | 2   | 1   | Score |
|---|---|---|---|-------|
|   |   |   |   | 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 Learning           | 3   | 2   | 1   | Score |
|---|---|---|---|-------|
|   |   |   |   | Score |
| 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 | 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 with Colleagues/ Parents/ Others   | 3   | 2  | 1   | Score |
|---|---|--|---|-------|
|   |   |  |   | 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 |

| <b>Standard 9: Evaluates Teaching and Implements Professional Development</b>  | <b>3</b>  | <b>2</b>   | <b>1</b>   | <b>Score</b> |
|--|---|--|--|--------------|
| <b>a. Self-assesses performance relative to Kentucky's Teacher Standards</b>   | 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>b. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues</b>              | 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        |
| <b>c. Designs a professional growth plan that addresses identified priorities</b>  | 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        |
| <b>d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning</b> | 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        |

| <b>Standard 10: Provides Leadership Within School/Community/Profession</b>  | <b>3</b>   | <b>2</b>   | <b>1</b>  | <b>Score</b> |
|---|--|--|---|--------------|
| <b>a. Identifies leadership opportunities that enhance student learning and/or professional environment of the school</b> | 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>b. Develops a plan for engaging in leadership activities</b>   | 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        |
| <b>c. Implements a plan for engaging in leadership activities</b>   | 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        |
| <b>d. Analyzes data to evaluate the results of planned and executed leadership efforts</b>                                | 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 #: \_\_\_\_\_

Degree: \_\_\_\_\_

Reviewer Code: \_\_\_\_\_

Holistic Score: \_\_\_\_\_

The purpose of the CAP 3 portfolio is to document the candidate's best work and to determine qualification for student teaching. The CAP 3 portfolio will be completed in ED 414 and scored by CU faculty. Candidates must score a minimum of 2 in all 10 Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium Standards (KTPS/InTASC). Standards 3, 4, 5, 6, 7, 8, 9, and 10 have multiple indicators. Candidates must score a 2 on all indicators for these standards. To earn a specific score, candidates must meet all criteria.

The purpose of the CAP 4 portfolio is to document the candidate's best work and is one component to determine satisfactory completion of student teaching. The CAP 4 portfolio is scored by public school leaders and administrators. Candidates must score a minimum of 2 in all 10 Kentucky Teacher Performance Standards/Interstate Teacher Assessment and Support Consortium Standards (KTPS/InTASC). Standards 3, 4, 5, 6, 7, 8, 9, and 10 have multiple indicators. Candidates must score a 2 on all indicators for these standards. To earn a specific score, candidates must meet all criteria.

The following artifacts are required components of the portfolio:

- Title Page including resume, photo, Statement of Release/Originality of Work
- Rationales for 10 KTPS/InTASC standards that show connections between standards and artifacts
- Taught Unit
- Classroom Management Plan
- Video Link with Lesson Plan and Reflection
- Pre-Professional Growth Plan
- Professional Involvement Log
- Collaboration and Communication Log
- Self-Dispositions, Dispositions from Faculty
- Self-evaluation of Rubric
- Other items as needed

**Progression for Standards 1 and 2: Learner Development and Learning Differences**

**Standards One and Two Score:** \_\_\_\_\_

|   |  |  |  |
|---|--|--|--|
| 1.1 The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. |  |  |  |
|   |  |  | <b>Indicator Score:</b>  |
| <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>   |
| <b>Meets one expectation for a 2, but not all.</b>  | <b>Meets two of the following expectations:</b><br><br>Drawing on her/his 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)<br><br>The teacher actively seeks out information about learner interests in order to engage learners in developmentally | <b>Meets all of the following expectations:</b><br><br>Drawing on her/his 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)<br><br>The teacher actively seeks out information about learner interests in order to engage learners in developmentally | <b>Meets all expectations for a 3 AND at least one of the following:</b><br><br>The teacher builds mental models of variations in typical development based on experience with each learner and uses those models to adjust instruction (1d)<br><br>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) |

|  |   |   |   |
|--|---|---|---|
|  | <p>appropriate learning experiences (1b)</p> <p>The teacher engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker (1, 1j)</p>   | <p>appropriate learning experiences (1b)</p> <p>The teacher engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker (1, 1j)</p>   | <p>The teacher seeks and uses in-school and out-of-school resources to support and accelerate each student's learning and development (1j, 1k, 8n, 9d)</p> <p>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)</p>   |
| <p>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.</p> |   |   |   |
|  | <b>Indicator Score:</b>   |   |   |
| <p><b>Meets one or two expectations for a 2, but not all.</b></p>  | <p><b>Meets at least three expectations for a 3.</b></p> <p>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)</p> <p>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)</p> <p>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, 2b, 2e, 2g, 2i, 2j, 2l, 2m, 2o, 8p)</p> <p>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)</p> <p>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)</p> | <p><b>Meets all of the following expectations:</b></p> <p>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)</p> <p>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)</p> <p>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, 2b, 2e, 2g, 2i, 2j, 2l, 2m, 2o, 8p)</p> <p>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)</p> <p>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)</p> | <p><b>Meets all expectations for a 3 AND at least one of the following:</b></p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>The teacher makes strategic use of learners' primary language to support transfer of language skills and content knowledge (1g, 2i, 2j, 2m, 2o)</p> <p>The teacher designs learning experiences that facilitate learners' understanding of diverse communities within and outside of their own communities (2j)</p> |

|  |  |  |   |
|--|--|--|---|
|  |  |  | 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 for 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.

|  |  |   |  |
|--|--|---|--|
| 3.1 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. |  |   |  |
|  |  |   | <b>Indicator Score:</b>  |
| <b>1</b>   | <b>2</b>   | <b>3</b>  | <b>4</b>   |
| <b>Meets one expectation for a 2, but not all.</b>   | <b>Meets two or three of the following expectations:</b><br><br>The teacher sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families (3n)<br><br>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 that support these norms (3a)<br><br>The teacher communicates verbally and nonverbally in ways that demonstrate respect for each learner (3f, 3r)<br><br>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) | <b>Meets all of the following expectations:</b><br><br>The teacher sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families (3n)<br><br>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 that support these norms (3a)<br><br>The teacher communicates verbally and nonverbally in ways that demonstrate respect for each learner (3f, 3r)<br><br>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) | <b>Meets all expectations for a 3 AND at least one of the following:</b><br><br>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)<br><br>The teacher promotes positive peer relationships in support of the learning climate (3a, 3b, 3j, 3o)<br><br>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)<br><br>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 learning environment to engage learners actively.  |  |   |  |
|  |  |   | <b>Indicator Score:</b>  |
| <b>Meets one expectation of a 2, but not all.</b>  | <b>Meets one of the following expectations:</b><br><br>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)  | <b>Meets both of the following expectations:</b><br><br>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)  | <b>Meets all expectations for a 3 AND at least one of the following:</b><br><br>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)<br><br>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)<br><br>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.

|  |   |  |  |
|--|---|--|--|
| 4.1 The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) s/he teaches.                          |   |  |  |
|  |   |  | <b>Indicator Score:</b>  |
| <b>1</b>   | <b>2</b>  | <b>3</b>   | <b>4</b>   |
| <b>Does not adequately evidence any of the expectations for a 2.</b>   | <b>Meets one of the following expectations:</b><br><br>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)<br><br>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) | <b>Meets both of the following expectations:</b><br><br>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)<br><br>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) | <b>Meets both of the expectations for a 3 AND at least one of the following:</b><br><br>The teacher seeks out ways to expand or deepen his/her content knowledge and ways of representing it for learners, presenting diverse perspectives to engage learners in understanding, questioning, and analyzing ideas (4 j, 4o, 4r)<br><br>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) |
| 4.2 The teacher creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. |   |  |  |
|  |   |  | <b>Indicator Score:</b>  |
| <b>Meets one or two of the expectations for a 2, but not all.</b>  | <b>Meets two or three of the following expectations:</b><br><br>The teacher uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards (4a, 4j, 4n, 4r, 8e)<br><br>The teacher links new concepts to familiar concepts and helps learners see them in connection  | <b>Meets all of the following expectations:</b><br><br>The teacher uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards (4a, 4j, 4n, 4r, 8e)<br><br>The teacher links new concepts to familiar concepts and helps learners see them in connection  | <b>Meets all expectations for a 3, AND at least one of the following:</b><br><br>The teacher provides multiple representations and explanations of key ideas, with connections to varied learner background knowledge and experiences.<br><br>S/he evaluates and modifies instructional resources and curriculum materials when needed, to be more accessible and meaningful for his/her   |

|  |   |   |   |
|--|---|---|---|
|  | <p>to their prior experiences (4d, 4r)</p> <p>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)</p> <p>The teacher makes academic language accessible to learners with different linguistic backgrounds (4g)</p> | <p>to their prior experiences (4d, 4r)</p> <p>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)</p> <p>The teacher makes academic language accessible to learners with different linguistic backgrounds (4g)</p> | <p>learners (4a, 4d, 4g, 4p, 4r, 8e, 9d)</p> <p>The teacher guides learners in critiquing processes and conclusions using standards of evidence appropriate to the discipline (4b, 4c, 4p)</p> <p>The teacher stimulates learner reflection on the connection between prior content knowledge and new ideas and concepts (4d, 4r)</p> <p>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)</p> |
|--|---|---|---|

**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.

|   |   |  |   |
|---|---|--|---|
| 5.1 The teacher connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real world problems and issues.          |   |  |   |
| <b>Indicator Score:</b>   |   |  |   |
| <b>1</b>  | <b>2</b>  | <b>3</b>   | <b>4</b>  |
| <p><b>Does not adequately evidence any of the expectations for a 2.</b></p>   | <p><b>Meets one of the following expectations:</b></p> <p>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)</p> <p>The teacher engages learners in applying content knowledge and skills in authentic contexts (5b)</p> | <p><b>Meets both of the following expectations:</b></p> <p>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)</p> <p>The teacher engages learners in applying content knowledge and skills in authentic contexts (5b)</p> | <p><b>Meets all of the expectations of a 3 AND at least one of the following:</b></p> <p>The teacher collaborates with a colleague(s) in another discipline(s) to create learning experiences that engage learners in working with interdisciplinary themes.</p> <p>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)</p> |
| 5.2 The teacher engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues. |   |  |   |
| <b>Indicator Score:</b>   |   |  |   |
| <b>Meets one or two expectations for a 2, but not all.</b>  | <b>Meets two of the following expectations:</b>   | <b>Meets all of the following expectations:</b>  | <b>Meets all of the expectations for a 3 AND at least one of the following:</b>   |
|   | <p>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)</p>  | <p>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)</p>   | <p>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)</p>  |

|  |  |  |  |
|--|--|--|--|
|  | <p>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)</p> <p>The teacher provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration, and metaphor (5h)</p> <p>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)</p> | <p>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)</p> <p>The teacher provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration, and metaphor (5h)</p> <p>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)</p> | <p>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, 8q)</p> <p>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)</p> <p>The teacher guides learners in developing possible solutions to real world problems through intervention, combinations of ideas, or other creative approaches (5b, 5f, 5o)</p> <p>The teacher fosters learners' abilities to question and challenge assumptions embedded in source material (5c, 5d, 5k, 5n)</p> <p>The teacher engages learners in identifying and connecting with local and global people and resources relevant to a topic or question (5b, 5p)</p> |
|--|--|--|--|

**Standard Five Comments:**

**Progression for Standard 6: Assessment**

**Standard 6 Score:** \_\_\_\_\_

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

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.

|   |   |  |  |
|---|---|--|--|
| <p>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.</p> |   |  |  |
| <p><b>Indicator Score:</b></p>  |   |  |  |
| <p><b>1</b></p> <p><b>Meets one of the expectations for a 2, but not all.</b></p>   | <p><b>2</b></p> <p><b>Meets one of the following expectations:</b></p> <p>The teacher uses, designs, or adapts a variety of classroom formative assessments, matching the method with the type of learning objectives (6a, 6b, 6j, 6k, 6r, 6t)</p> <p>The teacher uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide</p> | <p><b>3</b></p> <p><b>Meets both of the following expectations:</b></p> <p>The teacher uses, designs, or adapts a variety of classroom formative assessments, matching the method with the type of learning objectives (6a, 6b, 6j, 6k, 6r, 6t)</p> <p>The teacher uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide</p> | <p><b>4</b></p> <p><b>Meets all of the standards for a 3 AND at least one of the following:</b></p> <p>The teacher provides learners with multiple ways to demonstrate performance using contemporary tools and resources (6a, 6b, 6e, 6g, 6i, 6j, 6o, 6r, 6t)</p> <p>The teacher uses data to guide the design of differentiated individual learning experiences and assessments (6g)</p> |

|  |   |  |   |
|--|---|--|---|
|  | 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.  |   |  |   |
|  | <b>Indicator Score:</b>   |  |   |
| <b>Does not adequately evidence any of the expectations for a 2.</b>   | <b>Meets at least one of the following expectations:</b><br><br>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)<br><br>The teacher makes digital OR other records of learner performance so that s/he can monitor each learner's progress (6i)  | <b>Meets both of the following expectations:</b><br><br>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)<br><br>The teacher makes digital OR other records of learner performance so that s/he can monitor each learner's progress (6i)   | <b>Meets both of the expectations of a 3 AND at least one of the following:</b><br><br>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, 6n, 6o, 6q, 6r, 6s)<br><br>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 |   |  |   |
|  | <b>Indicator Score:</b>   |  |   |
| <b>Meets one or two expectations for a 3, but not all.</b>   | <b>Meets two or three of the following expectations:</b><br><br>The teacher matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth (6b, 6j, 6k)<br><br>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)<br><br>The teacher implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs (6i, 6k, 6p, 6u)<br><br>The teacher differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically (6k) | <b>Meets all of the following expectations:</b><br><br>The teacher matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth (6b, 6j, 6k)<br><br>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)<br><br>The teacher implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs (6i, 6k, 6p, 6u)<br><br>The teacher differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically (6k) | <b>Meets all of the expectations for a 3 AND at least one of the following:</b><br><br>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, 6q)<br><br>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)<br><br>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, and sequences learning experiences and performance tasks that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. |  |  |  |
| <b>Indicator Score:</b>   |  |  |  |
| <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>   |
| <p><b>Meets one or two of the expectations for a 2, but not all.</b></p>  | <p><b>Meets two of the following expectations:</b></p> <p>The teacher uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills (7a, 7g)</p> <p>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)</p> <p>The teacher identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress (7j, 7l, 7p)</p> | <p><b>Meets all of the following expectations:</b></p> <p>The teacher uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills (7a, 7g)</p> <p>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)</p> <p>The teacher identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress (7j, 7l, 7p)</p> | <p><b>Meets all of the expectations for a 3 AND at least one of the following:</b></p> <p>The teacher refines learning objectives based on an understanding of student learning progressions and his/her students' development (7c, 7l, 7q, 9l)</p> <p>The teacher plans a variety of resources and learning experiences that build cross-disciplinary skills and are matched to the experience, needs, and interests of individuals and groups (5a, 7b, 7h, 7m, 7n)</p> <p>The teacher plans how s/he will use technology to engage learners in meeting learning objectives (7b, 7h, 7k, 8o, 8r)</p> <p>The teacher structures time in the plan to work with learners to build prerequisite skills, support steady progress, and/or extend learning (7c)</p> <p>The teacher anticipates specific needs or misconceptions and addresses them by planning scaffolds and/or differentiated instruction (4e, 7p)</p> <p>The teacher plans learning experiences that allow for learner choice as well as for varied pathways to the same goal (7b)</p> |
| 7.2 The teacher plans instruction based on information from formative and summative assessments as well as other sources and systematically adjusts plans to meet each student's learning needs.                |  |  |  |
| <b>Indicator Score:</b>   |  |  |  |
| <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>   |
| <p><b>Meets one of the expectations for a 2, but not all.</b></p>   | <p><b>Meets one of the following expectations:</b></p> <p>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)</p> <p>The teacher uses data from formative assessments to</p>  | <p><b>Meets both of the following expectations:</b></p> <p>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)</p> <p>The teacher uses data from formative assessments to</p>   | <p><b>Meets all of the expectations of a 3 AND at least one of the following:</b></p> <p>The teacher aggregates and disaggregates formative and summative data, identifies patterns, and uses these data to inform planning (7f)</p> <p>The teacher uses data from formative assessments to adjust instruction in the moment, to modify planned scaffolds, and/or to provide additional supports/acceleration for</p>  |



|  |  |   |  |
|--|--|---|--|
|  | 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 by collaborating with colleagues, specialists, community resources, families, and learners to meet individual learning needs |  |   |  |
| <b>Indicator Score:</b>  |  |   |  |
| <b>Meets one of the expectations for a 2, but not all.</b>   | <p><b>Meets two or three of the following expectations:</b></p> <p>The teacher uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning.</p> <p>S/he seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs (7d, 7e, 7n, 7p)</p> <p>The teacher uses data on learner performance over time to inform planning, making adjustments for recurring learning needs (7f, 7p)</p> <p>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)</p> | <p><b>Meets all of the following expectations:</b></p> <p>The teacher uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning.</p> <p>S/he seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs (7d, 7e, 7n, 7p)</p> <p>The teacher uses data on learner performance over time to inform planning, making adjustments for recurring learning needs (7f, 7p)</p> <p>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)</p> | <p><b>Meets all of the expectations for a 3, AND at least one of the following:</b></p> <p>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)</p> <p>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)</p> |

**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. |  |   |  |
| <b>Indicator Score:</b>   |  |   |  |
| <b>1</b>  | <b>2</b>   | <b>3</b>  | <b>4</b>   |
| <b>Meets at least three of the expectations for a 2, but not all.</b>   | <p><b>Meets two or three of the following expectations:</b></p> <p>The teacher directs students' learning experiences through instructional strategies linked to learning objectives and content standards (7k)</p> <p>The teacher makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning (8a, 8e, 8m)</p> <p>As appropriate to the learning objective, the teacher prepares learners to use specific content-</p> | <p><b>Meets all of the following expectations:</b></p> <p>The teacher directs students' learning experiences through instructional strategies linked to learning objectives and content standards (7k)</p> <p>The teacher makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning (8a, 8e, 8m)</p> <p>As appropriate to the learning objective, the teacher prepares learners to use specific content-</p> | <p><b>Meets all of the expectations for a 3, AND at least one of the following:</b></p> <p>The teacher varies her/his role in the instructional process, acting as an instructor, facilitator, coach, and learner in response to the content and purposes of instruction (7k, 8a, 8d, 8s)</p> <p>The teacher offers learners choices about the topic and formats for major projects. S/he provides options for extensions and independent projects to challenge learners and to build their critical and creative thinking skills (5a, 5o)</p> |

|  |  |  |  |
|--|--|--|--|
|  | <p>related processes and academic language. S/he also incorporates strategies to build group work skills (4j)</p> <p>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)</p> | <p>related processes and academic language. S/he also incorporates strategies to build group work skills (4j)</p> <p>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)</p> | <p>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)</p> <p>The teacher scaffolds student learning of academic language in the content area(s) (9l)</p> <p>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)</p> |
|--|--|--|--|

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

|  |  |  |   |
|--|--|--|---|
|  | <b>Indicator Score:</b>  |  |   |
| <b>Meets two of the expectations for a 2, but not all.</b> | <b>Meets two or three of the following expectations:</b>   | <b>Meets all of the following expectations:</b>  | <b>Meets all expectations for a 3 AND at least one of the following:</b>  |
|  | <p>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, 8o, 8r)</p> <p>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)</p> <p>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)</p> <p>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)</p> | <p>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, 8o, 8r)</p> <p>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)</p> <p>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)</p> <p>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)</p> | <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> |

Standard Eight Comments:

Progressions for Standard 9: Professional Learning and Ethical Practice

Standard 9 Score: \_\_\_\_\_

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

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.

|   |  |  |   |
|---|--|--|---|
| 9.1 The teacher engages in continuous professional learning to more effectively meet the needs of each learner  |  |  |   |
| <b>Indicator Score:</b>   |  |  |   |
| <b>1</b>  | <b>2</b>   | <b>3</b>   | <b>4</b>  |
| <b>Meets one of the expectations for a 2, but not all.</b>  | <p><b>Meets two of the following expectations:</b></p> <p>The teacher engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences (5r, 9a, 9b, 9k, 9n, 10f, 10t)</p> <p>The teacher completes professional learning processes and activities required by the state in order to meet certification or licensure requirements (9b, 9k, 9n, 10t)</p> <p>The teacher actively seeks professional, community, OR technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving (9d)</p> | <p><b>Meets all of the following expectations:</b></p> <p>The teacher engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences (5r, 9a, 9b, 9k, 9n, 10f, 10t)</p> <p>The teacher completes professional learning processes and activities required by the state in order to meet certification or licensure requirements (9b, 9k, 9n, 10t)</p> <p>The teacher actively seeks professional, community, OR technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving (9d)</p> | <p><b>Meets all of the expectations for a 3 AND at least one of the following:</b></p> <p>Based on reflection and other sources of feedback, the teacher takes responsibility for his/her self-assessment of practice and ongoing professional learning by seeking out and participating in professional learning experiences to address identified needs and areas of professional interest (9a, 9b, 9k, 9n, 10t)</p> <p>The teacher engages in professional learning experiences that broaden her/his understanding of learner development and diverse needs in order to increase the level of personalization of practice (9b, 9l)</p>   |
| 9.2 The teacher uses evidence to continuously evaluate the effects of his/her decisions on others and adapts professional practices to better meet learners' needs. |  |  |   |
| <b>Indicator Score:</b>   |  |  |   |
| <b>Meets one of the expectations for a 2, but not all.</b>  | <p><b>Meets two of the following expectations:</b></p> <p>The teacher observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice (7p, 9c, 9g, 9l)</p> <p>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)</p>  | <p><b>Meets all of the following expectations:</b></p> <p>The teacher observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice (7p, 9c, 9g, 9l)</p> <p>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)</p>  | <p><b>Meets all of the expectations for a 3 AND at least one of the following:</b></p> <p>The teacher reflects on and analyzes a wide range of 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)</p> <p>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)</p> <p>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)</p> |
| 9.3 The teacher practices the profession in an ethical manner.  |  |  |   |
| <b>Indicator Score:</b>   |  |  |   |
| <b>Meets at least four of the expectations for a 2, but not all.</b>  | <b>Meets four or more of the following expectations:</b>   | <b>Meets all of the following expectations:</b>  | <b>Meets all of the expectations for a 3 AND at least one of the following:</b>   |

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

**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.

|  |   |   |  |
|--|---|---|--|
| 10.1 The teacher collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. |   |   |  |
| <b>Indicator Score:</b>  |   |   |  |
| <b>1</b>   | <b>2</b>  | <b>3</b>  | <b>4</b>   |
| <b>Meets two of the expectations for a 3, but not all.</b>   | <b>Meets two or three of the following expectations:</b>  | <b>Meets all of the following expectations:</b>   | <b>Meets all of the expectations of a 3 AND at least one of the following:</b>   |
|  | <p>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)</p> <p>The teacher participates in school-wide efforts to implement a shared vision and contributes to a supportive culture (10a, 10c, 10n, 10o, 10p, 10r)</p> | <p>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)</p> <p>The teacher participates in school-wide efforts to implement a shared vision and contributes to a supportive culture (10a, 10c, 10n, 10o, 10p, 10r)</p> | <p>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, 10f, 10n, 10, 10r)</p> <p>The teacher engages in school-wide decision making with colleagues to identify common goals, and monitor and evaluate progress toward those goals</p> |

|   |  |  |   |
|---|--|--|---|
|   | <p>The teacher elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth (10d, 10m, 10q)</p> <p>The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community (8h, 10d, 10g)</p> | <p>The teacher elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth (10d, 10m, 10q)</p> <p>The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community (8h, 10d, 10g)</p> | <p>(10a, 10c, 10i, 10n, 10o, 10p, 10r)</p> <p>The teacher works with families to develop mutual expectations for learner performance and growth and how to support it (10d, 10g, 10m, 10n, 10o, 10q)</p> <p>Working with school colleagues, the teacher connects families with community resources that enhance student learning and family well-being (9i, 10b, 10d, 10e, 10m, 10n, 10o, 10r)</p> <p>The teacher structures interactions between learners and their local and global peers around projects that engage them in deep learning (5a)</p> <p>The teacher builds ongoing communities of support for student learning, through exchanging information, advice, and resources with families and colleagues (9i, 10m, 10n, 10o, 10q)</p> |
| <p>10.2 The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession.</p> |  |  |   |
| <p><b>Does not adequately evidence any of the expectations for a 2.</b></p>   | <p><b>Meets one of the following expectations:</b></p> <p>The teacher leads in his/her own classroom, assuming responsibility for and directing student learning toward high expectations (9i)</p> <p>The teacher makes practice transparent by sharing plans and inviting observations and feedback (10r)</p>   | <p><b>Meets both of the following expectations:</b></p> <p>The teacher leads in his/her own classroom, assuming responsibility for and directing student learning toward high expectations (9i)</p> <p>The teacher makes practice transparent by sharing plans and inviting observations and feedback (10r)</p>  | <p><b>Indicator Score:</b></p> <p><b>Meets both of the expectations of a 3 AND at least one of the following:</b></p> <p>The teacher works with other school professionals to plan and jointly facilitate ongoing learning to better meet diverse needs of learners (8p, 10a, 10b, 10n, 10r)</p> <p>The teacher contributes to the growth of others through mentoring, feedback, and/or sharing of practice (10k, 10r)</p> <p>The teacher collaborates with colleagues to jointly conduct action research and share results with the learning community (10a, 10k, 10n, 10r)</p>  |

Standard Ten Comments:

# Campbellsville University

## School of Education

### Portfolio Evaluation Rubric

#### Interdisciplinary Early Childhood Education Program

|                                     |                                |
|-------------------------------------|--------------------------------|
| CU ID# _____                        | Major _____                    |
| Name _____                          | Evaluator Code _____           |
| Date _____                          | Holistic Portfolio Score _____ |
| Check appropriate box: <b>CAP 3</b> | <b>CAP 4</b>                   |

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 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| b. Signed form verifying original work and permission to review                                | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| c. Self evaluation of portfolio  | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| d. Resume/vita   | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| e. Educational philosophy located after the resume/vita (2 pages, size 12 font, double-spaced) | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| f. Represents competency in writing skills   | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |

| Standard I: The IECE Educator Designs and Plans Instruction   | 3  | 2   | 1  | Score |
|---|--|---|--|-------|
| <b>a. Design for all children developmentally appropriate, comprehensive curriculum, instruction and learning outcomes aligned with program, school, district, state, and/or federal goals.</b> | 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>b. Include assessments that target learning outcomes</b>   | MOST assessments target learning outcomes  | SOME assessments target learning outcomes   | FEW or NO assessments target learning outcomes   | Score |
| <b>c. Individualize curriculum, instruction plans, and assessment strategies for ALL children.</b>  | 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 |
| <b>d. Plan developmentally appropriate and activity-based instruction</b>   | 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 |
| <b>e. Plan for the effective involvement of team members, including assistants, staff and volunteers across learning environments</b>   | 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 |
| <b>f. Include knowledge and strategies of multiple disciplines</b>  | 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 |
| <b>g. Plan experiences and instruction based on family strengths, resources, priorities, and concerns</b>   | 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 |

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

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

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

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

| <b>Standard V: The IECE Educator Reflects On and Evaluates Professional Practices</b> | <b>3</b>  | <b>2</b>  | <b>1</b>  | Score |
|---|---|---|---|-------|
|   |   |   |   |       |
| <b>a. Use data to reflect on and evaluate children's learning</b>                     | 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    | Score |
| <b>b. Use data to reflect on and evaluate instructional practices</b>                 | 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 |
| <b>c. Use data to identify areas for professional growth</b>                          | 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 |



|  |   |   |  |       |
|--|---|---|--|-------|
| <b>d. Analyze the involvement and effectiveness of team members in instruction</b> | 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 | Score |
|--|---|---|--|-------|

| <b>Standard VI: The IECE Educator Collaborates With Colleagues/Families/Others</b>  | <b>3</b>  | <b>2</b>  | <b>1</b>   | <b>Score</b> |
|---|---|---|--|--------------|
| <b>a. Participates as an effective team member and demonstrate appropriate interpersonal skills to support collaboration in early childhood settings</b>      | 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>b. Demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others</b>               | 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        |
| <b>c. Collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning</b>     | 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        |
| <b>d. Collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning</b> | 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        |
| <b>e. Collaborates with community members and agencies to provide resources to promote child development and learning</b>                                     | 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        |
| <b>f. Articulates individual outcomes and unique needs for each child to staff and volunteers</b>   | 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        |
| <b>g. Provides ongoing, constructive feedback to team members on professional practices</b>   | 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   | Score        |
| <b>h. Use adult learning principles in collaboration with team members</b>  | 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   | Score        |

| <b>Standard VII: The IECE Educator Engages in Professional Development</b>                | <b>3</b>   | <b>2</b>   | <b>1</b>  | <b>Score</b> |
|---|--|--|---|--------------|
| <b>a. Assess professional performance level relative to the KY IECE Teacher Standards</b> | THOROUGHLY and ACCURATELY assesses current performance on all KY IECE Teacher Standards              | PARTIALLY assesses current performance on all KY IECE Teacher Standards  | Does not assesses current performance on all KY IECE Teacher Standards                                      | Score        |
| <b>b. Identify priorities of professional development needs</b>                           | REGULARLY identifies priorities of professional development needs                                    | SOMETIMES identifies priorities of professional development needs  | Does not prioritize professional development needs  | Score        |
| <b>c. Design a plan to address professional growth needs for all priority areas</b>       | Designs a professional growth plan that is clear and logical 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        |

|   |   |   |  |       |
|---|---|---|--|-------|
| <b>d. Engage in professional activities</b>   | Engages in <b>MANY</b> ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research) | Engages in <b>SOME</b> ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research) | Engages in <b>FEW</b> ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research) | Score |
| <b>e. Show evidence of professional growth resulting from the implementation of the plan</b>  | Shows <b>MUCH</b> evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and children's learning        | Shows <b>SOME</b> evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and children's learning                       | Shows <b>LITTLE</b> evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and children's learning                    | Score |
| <b>f. Apply professional ethics, practice, and legal mandates in early childhood settings</b> | <b>REGULARLY</b> applies professional ethics, practice, and legal mandates in early childhood settings  | <b>SOMETIMES</b> applies professional ethics, practice, and legal mandates in early childhood settings  | <b>RARELY</b> applies professional ethics, practice, and legal mandates in early childhood settings  | Score |

| <b>Standard VIII: The IECE Educator Supports Families</b>   | <b>3</b>  | <b>2</b>   | <b>1</b>   | <b>Score</b> |
|---|---|--|--|--------------|
| <b>a. Assist families in articulating resources, priorities, and concerns</b>   | Assists families in articulating <b>APPROPRIATE</b> resources based on family priorities and concerns   | Assists families in articulating <b>ADEQUATE</b> resources based on family priorities and concerns   | When selecting resources <b>DOES NOT ADDRESS</b> family priorities and concerns  | Score        |
| <b>b. Individualize interactions and activities that demonstrate sensitivity to characteristics to each child's family community</b>            | <b>CONSISTENTLY</b> individualizes interactions and activities that demonstrate sensitivity to characteristics to each child's family community   | Individualized interactions and activities <b>SOMETIMES</b> demonstrate sensitivity to characteristics to each child's family community  | Individualized interactions and activities <b>RARELY</b> demonstrate sensitivity to characteristics to each child's family community   | Score        |
| <b>c. Facilitate communication of legal, procedural, and program-related information to families using appropriate methods of communication</b> | <b>ALWAYS</b> facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargon-free native language, sign language, or through an interpreter) | <b>SOMETIMES</b> facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargon-free native language, sign language, or through an interpreter) | <b>NEVER</b> facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargon-free native language, sign language, or through an interpreter) | Score        |
| <b>d. Apply adult learning principles in family education activities</b>  | <b>REGULARLY</b> applies adult learning principles in family education activities   | <b>SOMETIMES</b> applies adult learning principles in family education activities  | <b>NEVER</b> applies adult learning principles in family education activities  | Score        |
| <b>e. Respect and provide ongoing support for the family's preferred level of involvement in educational activities</b>                         | <b>CONSISTENTLY</b> considers and supports family's personal preferences regarding level of involvement in child's intervention/instruction   | <b>SOMETIMES</b> considers family's personal preferences regarding level of involvement in child's intervention/instruction  | <b>NEVER</b> considers family's personal preferences regarding level of involvement in child's intervention/instruction  | Score        |

| <b>Standard IX: The IECE Educator Demonstrates the Implementation of Technology</b>             | <b>3</b>  | <b>2</b>  | <b>1</b>   | <b>Score</b> |
|---|---|---|--|--------------|
| <b>a. Use multiple technology applications to support child learning</b>                        | Uses <b>TWO</b> or more different technological applications to support children's learning                           | Uses at least <b>ONE</b> technological application to support children's learning                                   | Uses <b>FEW</b> applications to support children's learning  | Score        |
| <b>b. Select appropriate technology to enhance instruction</b>                                  | Selects <b>APPROPRIATE</b> technology to enhance instruction  | Selects <b>SOMEWHAT APPROPRIATE</b> technology to aid instruction   | Selects <b>INAPPROPRIATE</b> technology or technology interferes with instruction  | Score        |
| <b>c. Engage children in their use of technology to meet their learning needs and interests</b> | Shows <b>CLEAR</b> evidence of engaging children in the use of technology to meet learning needs <b>AND</b> interests | Shows <b>SOME</b> evidence of engaging children in the use of technology to meet learning needs <b>OR</b> interests | Evidence of engaging children in the use of technology is <b>NOT CLEAR</b> or does not support learning needs or interests | Score        |
| <b>d. Use technology to meet the needs of children</b>  | Uses <b>MUCH</b> appropriate technology to meet the special needs of children.  | Uses <b>SOME</b> appropriate technology to meet the special needs of children.                                      | Uses <b>LITTLE</b> appropriate technology to meet the special needs of children.   | Score        |
| <b>e. Demonstrate ethical and legal use of technology disciplines</b>                           | Ensures that ethical and legal use policies are <b>ALWAYS</b> followed  | Ensures that ethical and legal use policies are <b>SOMETIMES</b> followed   | <b>DOES NOT</b> follow ethical and legal use policies  | Score        |

| Standard X: The IECE Educator Provides Leadership Within School/Community/Profession   | 3  | 2   | 1  | Score |
|--|--|---|--|-------|
|  |  |   |  |       |
| <b>a. Identify leadership opportunities that enhance child learning and /or the professional environment of the school/community</b> | 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>b. Develop a plan for engaging in leadership roles and activities</b>   | 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 |
| <b>c. Implement a plan for engaging in leadership activities</b>   | 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 |
| <b>d. Analyze data to evaluate the results of planned and executed leadership efforts</b>  | 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# _____   | Major <u>MS Math/Science</u>      |
| Name <u>Andrew Beal</u>  | Evaluator Code <u>AF</u>          |
| Date <u>4/19/18</u>  | Holistic Portfolio Score <u>3</u> |
| Check appropriate box: CAP 3 <input type="checkbox"/> CAP 4 <input checked="" type="checkbox"/> CAP 7 <input type="checkbox"/> |                                   |

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   | 3                                  | 2                                  | 1                       |
|--|------------------------------------|------------------------------------|-------------------------|
| a. Main Page   | 3 <input checked="" type="radio"/> | 2 <input type="radio"/>            | 1 <input type="radio"/> |
| b. Signed form verifying original work and permission to review                                | 3 <input checked="" type="radio"/> | 2 <input type="radio"/>            | 1 <input type="radio"/> |
| c. Self-evaluation of portfolio  | 3 <input checked="" type="radio"/> | 2 <input type="radio"/>            | 1 <input type="radio"/> |
| d. Resume/vita   | 3 <input type="radio"/>            | 2 <input checked="" type="radio"/> | 1 <input type="radio"/> |
| e. Educational philosophy located after the resume/vita (2 pages, size 12 font, double-spaced) | 3 <input checked="" type="radio"/> | 2 <input type="radio"/>            | 1 <input type="radio"/> |
| f. Competency in writing skills  | 3 <input type="radio"/>            | 2 <input checked="" type="radio"/> | 1 <input type="radio"/> |

| Standard 1: The Teacher Demonstrates Applied Content Knowledge  | 3  | 2  | 1   | Score             |
|---|--|--|---|-------------------|
| <b>a. Communicates concepts, processes and knowledge</b>  | 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<br><b>2</b> |
| <b>b. Connects content to life experiences of students</b>  | 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<br><b>3</b> |
| <b>c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning</b> | 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<br><b>2</b> |
| <b>d. Guides students to understand content from various perspectives</b>   | 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<br><b>2</b> |
| <b>e. Identifies and addresses students' misconceptions of content</b>  | 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<br><b>1</b> |

| Standard 2: The Teacher Designs and Plans Instruction  | 3  | 2   | 1  | Score<br>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 clearly stated or are trivial AND are not aligned with local or state standards   | Score<br>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<br>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<br>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   | Score<br>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<br>1 |

| Standard 3: The Teacher Creates and Maintains Learning Climate            | 3  | 2  | 1   | Score<br>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                                  | Score<br>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<br>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<br>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<br>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   | Score<br>3 |

| <b>Standard 4: The Teacher Implements and Manages Instruction</b>   | <b>3</b>   | <b>2</b>   | <b>1</b>  | <b>Score</b>      |
|---|--|--|---|-------------------|
| <b>a. Uses a variety of instructional strategies that align with learning objectives and actively engage students</b> | 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<br><b>3</b> |
| <b>b. Implements instruction based on diverse student needs and assessment data</b>                                   | 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 data 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<br><b>1</b> |
| <b>c. Uses time effectively</b>   | 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<br><b>3</b> |
| <b>d. Uses space and materials effectively</b>  | 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<br><b>3</b> |
| <b>e. Implements and manages instruction in ways that facilitate higher-order thinking</b>                            | 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<br><b>1</b> |

| <b>Standard 5: The Teacher Assesses and Communicates Learning Results</b> | <b>3</b>   | <b>2</b>   | <b>1</b>   | <b>Score</b>      |
|---|--|--|--|-------------------|
| <b>a. Uses pre-assessments</b>  | 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   | Score<br><b>3</b> |
| <b>b. Uses formative assessments</b>                                      | 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<br><b>3</b> |
| <b>c. Uses summative assessments</b>                                      | 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<br><b>3</b> |
| <b>d. Describes, analyzes, and evaluates student performance data</b>     | 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<br><b>3</b> |
| <b>e. Communicates learning results to students and parents</b>           | 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<br><b>2</b> |
| <b>f. Allows opportunity for student self-assessment</b>                  | 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<br><b>2</b> |

| Standard 6: The Teacher Demonstrates the Implementation of Technology                   | 3   | 2   | 1   | Score   |
|---|---|---|---|---------|
|   |   |   |   | Score 3 |
| 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 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  | 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   | 1   | Score   |
|---|---|---|---|---------|
|   |   |   |   | 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 2 |

| Standard 8: Collaborates with Colleagues/ Parents/ Others   | 3   | 2  | 1   | Score   |
|---|---|--|---|---------|
|   |   |  |   | 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 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  | Score 2 |
| 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 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 | Score 3 |

| <b>Standard 9: Evaluates Teaching and Implements Professional Development</b>  | <b>3</b>  | <b>2</b>   | <b>1</b>   | <b>Score</b><br>Score <b>3</b> |
|--|---|--|--|--------------------------------|
| <b>a. Self-assesses performance relative to Kentucky's Teacher Standards</b>   | 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<br><b>3</b>              |
| <b>b. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues</b>              | 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<br><b>3</b>              |
| <b>c. Designs a professional growth plan that addresses identified priorities</b>  | 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<br><b>3</b>              |
| <b>d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning</b> | 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<br><b>3</b>              |

| <b>Standard 10: Provides Leadership Within School/Community/Profession</b>  | <b>3</b>   | <b>2</b>   | <b>1</b>  | <b>Score</b><br>Score <b>3</b> |
|---|--|--|---|--------------------------------|
| <b>a. Identifies leadership opportunities that enhance student learning and/or professional environment of the school</b> | 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<br><b>3</b>              |
| <b>b. Develops a plan for engaging in leadership activities</b>   | 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<br><b>3</b>              |
| <b>c. Implements a plan for engaging in leadership activities</b>   | 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<br><b>3</b>              |
| <b>d. Analyzes data to evaluate the results of planned and executed leadership efforts</b>                                | 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<br><b>3</b>              |



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 6<sup>th</sup> 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 the 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# <u>429078</u>   | Major <u>Elem. Ed</u>             |
| Name <u>Kayla Bale</u>   | Evaluator Code _____              |
| Date <u>4-27-18</u>  | Holistic Portfolio Score <u>3</u> |
| Check appropriate box: CAP 3 <input type="checkbox"/> CAP 4 <input checked="" type="checkbox"/> CAP 7 <input type="checkbox"/> |                                   |

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   | 3                                  | 2                       | 1                       |
|--|------------------------------------|-------------------------|-------------------------|
| a. Main Page   | 3 <input checked="" type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> |
| b. Signed form verifying original work and permission to review                                | 3 <input checked="" type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> |
| c. Self-evaluation of portfolio  | 3 <input checked="" type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> |
| d. Resume/vita   | 3 <input checked="" type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> |
| e. Educational philosophy located after the resume/vita (2 pages, size 12-font, double-spaced) | 3 <input checked="" type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> |
| f. Competency in writing skills  | 3 <input checked="" type="radio"/> | 2 <input type="radio"/> | 1 <input type="radio"/> |

| 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   | 2     |

| <b>Standard 2: The Teacher Designs and Plans Instruction</b>  | <b>3</b>   | <b>2</b>  | <b>1</b>   | <b>Score</b> |
|---|--|---|--|--------------|
| <b>a. Develops significant objectives aligned with standards</b>  | 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>b. Uses contextual data to design instruction relevant to students</b>                                 | 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            |
| <b>c. Plans assessments to guide instruction and measure learning objectives</b>                          | 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            |
| <b>d. Plans instructional strategies and activities that address learning objectives for all students</b> | 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            |
| <b>e. Plans instructional strategies and activities that facilitate multiple levels of learning</b>       | 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            |

| <b>Standard 3: The Teacher Creates and Maintains Learning Climate</b>            | <b>3</b>   | <b>2</b>   | <b>1</b>  | <b>Score</b> |
|--|--|--|---|--------------|
| <b>a. Communicates high expectations</b>   | 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>b. Establishes a positive learning environment</b>                            | 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            |
| <b>c. Values and supports student diversity and addresses individual needs.</b>  | 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            |
| <b>d. Fosters mutual respect between teacher and students and among students</b> | 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            |
| <b>e. Provides a safe environment for learning</b>                               | 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            |

| <b>Standard 4: The Teacher Implements and Manages Instruction</b>   | <b>3</b>   | <b>2</b>   | <b>1</b>  | <b>Score</b> |
|---|--|--|---|--------------|
| <b>a. Uses a variety of instructional strategies that align with learning objectives and actively engage students</b> | 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<br>3       |
| <b>b. Implements instruction based on diverse student needs and assessment data</b>                                   | 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 data 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            |
| <b>c. Uses time effectively</b>   | 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            |
| <b>d. Uses space and materials effectively</b>  | 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            |
| <b>e. Implements and manages instruction in ways that facilitate higher-order thinking</b>                            | 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            |

| <b>Standard 5: The Teacher Assesses and Communicates Learning Results</b> | <b>3</b>   | <b>2</b>   | <b>1</b>   | <b>Score</b> |
|---|--|--|--|--------------|
| <b>a. Uses pre-assessments</b>  | 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<br>3       |
| <b>b. Uses formative assessments</b>                                      | 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            |
| <b>c. Uses summative assessments</b>                                      | 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            |
| <b>d. Describes, analyzes, and evaluates student performance data</b>     | 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            |
| <b>e. Communicates learning results to students and parents</b>           | 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            |
| <b>f. Allows opportunity for student self-assessment</b>                  | 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 |
|---|---|---|---|-------|
|   |   |   |   | 3     |
| 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 | 2     |
| 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  | 2     |
| 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 Learning           | 3   | 2   | 1   | 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       | 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 |
|---|---|--|--|-------|
| 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 |
|--|--|--|---|-------|
| 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     |





Campbellsville University  
School of Education  
Portfolio Evaluation Rubric



|   |                                     |
|---|-------------------------------------|
| CU ID# <u>408814</u>  | Major <u>Social Studies (5-12)</u>  |
| Name <u>London Dean Rogers</u>  | Evaluator Code <u>(David Young)</u> |
| Date <u>4/23/18</u>   | Holistic Portfolio Score <u>3</u>   |
| Check appropriate box: CAP 3 <input type="checkbox"/> CAP 4 <input type="checkbox"/> CAP 7 <input type="checkbox"/> |                                     |

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   | 3 | 2 | 1 |
|--|---|---|---|
| a. Main Page   | 3 | 2 | 1 |
| b. Signed form verifying original work and permission to review                                | 3 | 2 | 1 |
| c. Self-evaluation of portfolio (N/A)  | 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. Competency in writing skills  | 3 | 2 | 1 |

| 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  | 2<br>Score<br>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  | 2<br>Score<br>2 |
| 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 | 2<br>Score<br>2 |
| 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          | 2<br>Score<br>2 |
| 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<br>Score<br>2 |

| Standard 2: The Teacher Designs and Plans Instruction  | 3  | 2   | 1  | Score<br>Score 2.5 |
|--|--|---|--|--------------------|
| 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<br>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 | Score<br>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   | Score<br>2         |
| 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<br>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<br>2         |

| Standard 3: The Teacher Creates and Maintains Learning Climate            | 3  | 2  | 1   | Score<br>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                                  | Score<br>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<br>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<br>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  | Score<br>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   | Score<br>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  | Score<br>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 data 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<br>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 | Score<br>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<br>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   | Score<br>2 |

| Standard 5: The Teacher Assesses and Communicates Learning Results | 3<br><i>need more variety</i>  | 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   | Score<br>2 |
| 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 | Score<br>2 |
| 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<br>2 |
| 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<br>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                                  | Score<br>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                            | Score<br>3 |

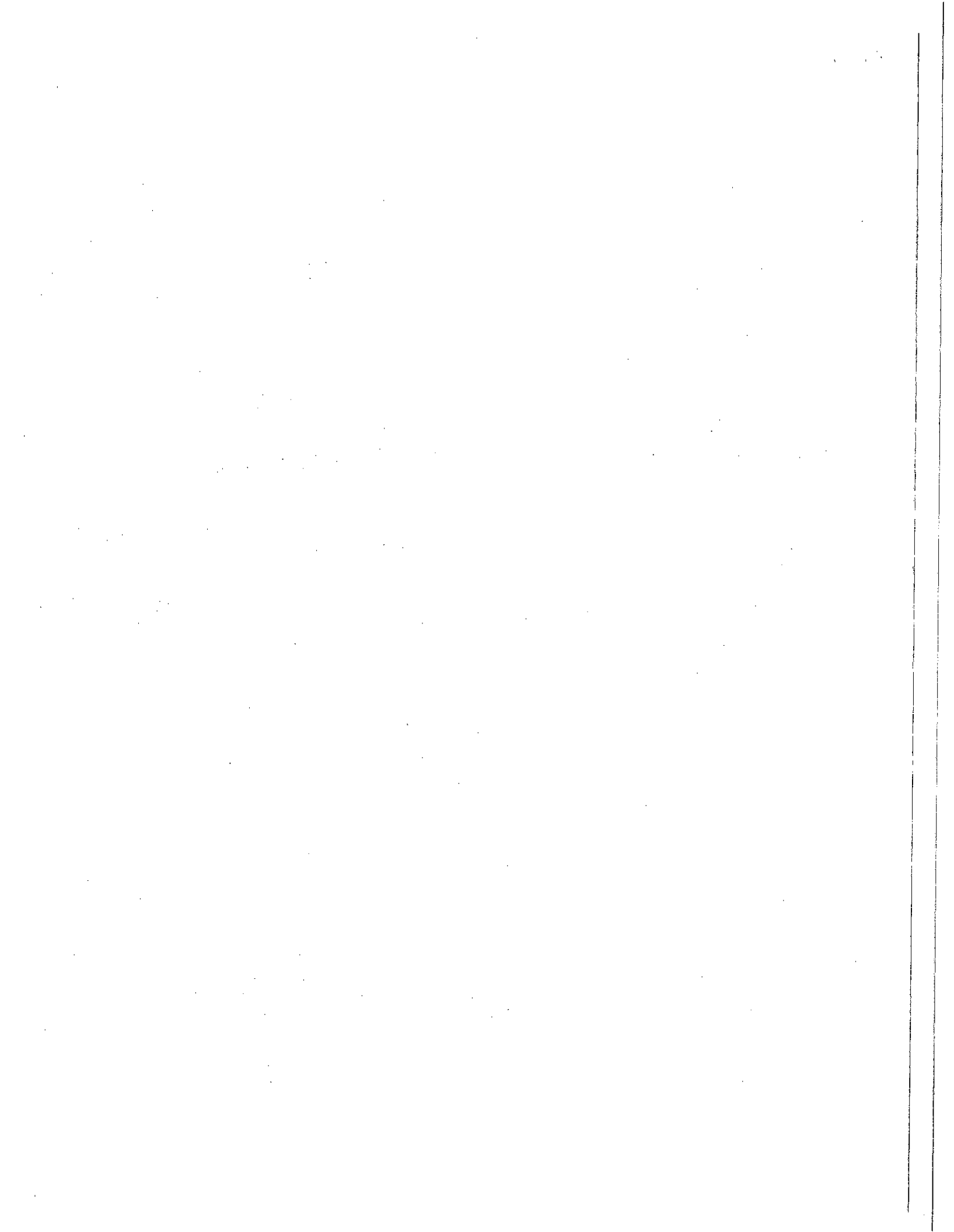
| Standard 6: The Teacher Demonstrates the Implementation of Technology                   | 3   | 2   | 1   | Score   |
|---|---|---|---|---------|
|   |   |   |   | 3       |
| a. Uses available technology to design and plan instruction                             | REGULARLY uses technology to design and plan instruction  | SOMETIMES uses technology to design and plan instruction  | RARELY or NEVER uses technology to design and plan instruction  | Score 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  | 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   | 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 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   | Score 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  | Score 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   | Score 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 | Score 3 |

| Standard 9: Evaluates Teaching and Implements Professional Development  | 3   | 2  | 1  | 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<br>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                       | Score<br>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<br>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<br>3 |

| Standard 10: Provides Leadership Within 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<br>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<br>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  | Score<br>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<br>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 both you 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**



|  |   |
|--|---|
| CUID# <u>437004</u><br>Name <u>Karey Sellers</u><br>Date <u>4/22/18</u>  | Major <u>Elementary Education</u><br>Evaluator Code <u>LHW</u><br>Holistic Portfolio Score <u>3</u> |
| Check appropriate box: CAP 3 <input type="checkbox"/> CAP 4 <input checked="" type="checkbox"/> CAP 7 <input type="checkbox"/> |   |

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   |   |   |   |   |   |
|--|---|---|---|---|---|
| a. Main Page   | 3 | 2 | 1 | 0 | 0 |
| b. Signed form verifying original work and permission to review                                | 3 | 2 | 1 | 0 | 0 |
| c. Self-evaluation of portfolio  | 3 | 2 | 1 | 0 | 0 |
| d. Resume/vita   | 3 | 2 | 1 | 0 | 0 |
| e. Educational philosophy located after the resume/vita (2 pages, size 12 font, double-spaced) | 3 | 2 | 1 | 0 | 0 |
| f. Competency in writing skills  | 3 | 2 | 1 | 0 | 0 |

| Standard 1: The Teacher Demonstrates Applied Content Knowledge  | 3  | 2  | 1   | Score |
|---|--|--|---|-------|
| <b>a. Communicates concepts, processes and knowledge</b>  | 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>b. Connects content to life experiences of students</b>  | 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     |
| <b>c. Demonstrates instructional strategies that are appropriate for content and contribute to student learning</b> | 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     |
| <b>d. Guides students to understand content from various perspectives</b>   | 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     |
| <b>e. Identifies and addresses students' misconceptions of content</b>  | 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     |

| <b>Standard 2: The Teacher Designs and Plans Instruction</b>  | <b>3</b>   | <b>2</b>  | <b>1</b>   | <b>Score</b> |
|---|--|---|--|--------------|
| <b>a. Develops significant objectives aligned with standards</b>  | 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>b. Uses contextual data to design instruction relevant to students</b>                                 | 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            |
| <b>c. Plans assessments to guide instruction and measure learning objectives</b>                          | 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            |
| <b>d. Plans instructional strategies and activities that address learning objectives for all students</b> | 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            |
| <b>e. Plans instructional strategies and activities that facilitate multiple levels of learning</b>       | 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            |

| <b>Standard 3: The Teacher Creates and Maintains Learning Climate</b>            | <b>3</b>   | <b>2</b>   | <b>1</b>  | <b>Score</b> |
|--|--|--|---|--------------|
| <b>a. Communicates high expectations</b>   | 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>b. Establishes a positive learning environment</b>                            | 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            |
| <b>c. Values and supports student diversity and addresses individual needs.</b>  | 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            |
| <b>d. Fosters mutual respect between teacher and students and among students</b> | 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            |
| <b>e. Provides a safe environment for learning</b>                               | 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            |

| <b>Standard 4: The Teacher Implements and Manages Instruction</b>   | <b>3</b>   | <b>2</b>   | <b>1</b>  | <b>Score</b> |
|---|--|--|---|--------------|
| <b>a. Uses a variety of instructional strategies that align with learning objectives and actively engage students</b> | 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>b. Implements instruction based on diverse student needs and assessment data</b>                                   | 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 data 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            |
| <b>c. Uses time effectively</b>   | 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            |
| <b>d. Uses space and materials effectively</b>  | 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            |
| <b>e. Implements and manages instruction in ways that facilitate higher-order thinking</b>                            | 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            |

| <b>Standard 5: The Teacher Assesses and Communicates Learning Results</b> | <b>3</b>   | <b>2</b>   | <b>1</b>   | <b>Score</b> |
|---|--|--|--|--------------|
| <b>a. Uses pre-assessments</b>  | 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>b. Uses formative assessments</b>                                      | 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            |
| <b>c. Uses summative assessments</b>                                      | 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            |
| <b>d. Describes, analyzes, and evaluates student performance data</b>     | 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            |
| <b>e. Communicates learning results to students and parents</b>           | 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            |
| <b>f. Allows opportunity for student self-assessment</b>                  | 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 |
|---|---|---|---|-------|
|   |   |   |   | 3     |
| 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 Learning           | 3   | 2   | 1   | 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       | 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     |

| <b>Standard 9: Evaluates Teaching and Implements Professional Development</b>  | <b>3</b>  | <b>2</b>   | <b>1</b>   | <b>Score</b> |
|--|---|--|--|--------------|
|  |   |  |  | 3            |
| <b>a. Self-assesses performance relative to Kentucky's Teacher Standards</b>   | 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>b. Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues</b>              | 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            |
| <b>c. Designs a professional growth plan that addresses identified priorities</b>  | 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            |
| <b>d. Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning</b> | 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            |

| <b>Standard 10: Provides Leadership Within School/Community/Profession</b>  | <b>3</b>   | <b>2</b>   | <b>1</b>  | <b>Score</b> |
|---|--|--|---|--------------|
|   |  |  |   | 3            |
| <b>a. Identifies leadership opportunities that enhance student learning and/or professional environment of the school</b> | 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>b. Develops a plan for engaging in leadership activities</b>   | 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            |
| <b>c. Implements a plan for engaging in leadership activities</b>   | 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            |
| <b>d. Analyzes data to evaluate the results of planned and executed leadership efforts</b>                                | 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            |

100

---

**ENTERED**

# Campbellsville University

## School of Education

### Portfolio Evaluation Rubric

#### Interdisciplinary Early Childhood Education Program

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

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 |
|--|--|---|--|-------|
|  |  |   |  | 3     |
| 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 | 3     |
| b. Include assessments that target learning outcomes   | MOST assessments target learning outcomes  | SOME assessments target learning outcomes   | FEW or NO assessments target learning outcomes   | 3     |
| 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   | 3     |
| 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   | 3     |
| 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.   | 3     |
| 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   | 3     |
| 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   | 3     |

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

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



|  |   |   |  |   |
|--|---|---|--|---|
| 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 |

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

| Standard V: The IECE Educator Reflects On and Evaluates Professional Practices | 3   | 2   | 1   | Score |
|--|---|---|---|-------|
|  |   |   |   | 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 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 | 3 |
|---|---|---|--|---|

| Standard VI: The IECE Educator Collaborates With Colleagues/Families/Others  | 3   | 2   | 1  | Score |
|--|---|---|--|-------|
|  | 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 Educator Engages in Professional Development                | 3  | 2  | 1   | Score |
|--|--|--|---|-------|
|  | 3  |  |   |       |
| a. Assess professional performance level relative to the KY IECE Teacher Standards | THOROUGHLY and ACCURATELY assesses current performance on all KY IECE Teacher Standards              | PARTIALLY assesses current performance on all KY IECE Teacher Standards  | Does not assesses current performance on all KY IECE Teacher Standards                                      | 3     |
| b. Identify priorities of professional development needs                           | REGULARLY identifies priorities of professional development needs                                    | SOMETIMES identifies priorities of professional development needs  | Does not prioritize professional development needs  | 3     |
| 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 | 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     |

|   |   |   |  |   |
|---|---|---|--|---|
| <b>d. Engage in professional activities</b>   | Engages in <b>MANY</b> ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research) | Engages in <b>SOME</b> ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research) | Engages in <b>FEW</b> ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research) | 3 |
| <b>e. Show evidence of professional growth resulting from the implementation of the plan</b>  | Shows <b>MUCH</b> evidence of professional growth and reflection relative to identified priority areas and impact on instructional effectiveness and children's learning        | Shows <b>SOME</b> evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and children's learning                       | Shows <b>LITTLE</b> evidence of professional growth relative to identified priority areas and impact on instructional effectiveness and children's learning                    | 3 |
| <b>f. Apply professional ethics, practice, and legal mandates in early childhood settings</b> | <b>REGULARLY</b> applies professional ethics, practice, and legal mandates in early childhood settings  | <b>SOMETIMES</b> applies professional ethics, practice, and legal mandates in early childhood settings  | <b>RARELY</b> applies professional ethics, practice, and legal mandates in early childhood settings  | 3 |

| Standard VIII: The IECE Educator Supports Families  | 3   | 2  | 1  | Score |
|---|---|--|--|-------|
|   |   |  |  | 3     |
| <b>a. Assist families in articulating resources, priorities, and concerns</b>   | Assists families in articulating <b>APPROPRIATE</b> resources based on family priorities and concerns   | Assists families in articulating <b>ADEQUATE</b> resources based on family priorities and concerns   | When selecting resources <b>DOES NOT ADDRESS</b> family priorities and concerns  | 3     |
| <b>b. Individualize interactions and activities that demonstrate sensitivity to characteristics to each child's family community</b>            | <b>CONSISTENTLY</b> individualizes interactions and activities that demonstrate sensitivity to characteristics to each child's family community   | Individualized interactions and activities <b>SOMETIMES</b> demonstrate sensitivity to characteristics to each child's family community  | Individualized interactions and activities <b>RARELY</b> demonstrate sensitivity to characteristics to each child's family community   | 3     |
| <b>c. Facilitate communication of legal, procedural, and program-related information to families using appropriate methods of communication</b> | <b>ALWAYS</b> facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargon-free native language, sign language, or through an interpreter) | <b>SOMETIMES</b> facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargon-free native language, sign language, or through an interpreter) | <b>NEVER</b> facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargon-free native language, sign language, or through an interpreter) | 3     |
| <b>d. Apply adult learning principles in family education activities</b>  | <b>REGULARLY</b> applies adult learning principles in family education activities   | <b>SOMETIMES</b> applies adult learning principles in family education activities  | <b>NEVER</b> applies adult learning principles in family education activities  | 3     |
| <b>e. Respect and provide on-going support for the family's preferred level of involvement in educational activities</b>                        | <b>CONSISTENTLY</b> considers and supports family's personal preferences regarding level of involvement in child's intervention/instruction   | <b>SOMETIMES</b> considers family's personal preferences regarding level of involvement in child's intervention/instruction  | <b>NEVER</b> considers family's personal preferences regarding level of involvement in child's intervention/instruction  | 3     |

| Standard IX: The IECE Educator Demonstrates the Implementation of Technology                    | 3   | 2   | 1  | Score |
|---|---|---|--|-------|
|   |   |   |  | 3     |
| <b>a. Use multiple technology applications to support child learning</b>                        | Uses <b>TWO</b> or more different technological applications to support children's learning                           | Uses at least <b>ONE</b> technological application to support children's learning                                   | Uses <b>FEW</b> applications to support children's learning  | 3     |
| <b>b. Select appropriate technology to enhance instruction</b>                                  | Selects <b>APPROPRIATE</b> technology to enhance instruction  | Selects <b>SOMEWHAT APPROPRIATE</b> technology to aid instruction   | Selects <b>INAPPROPRIATE</b> technology or technology interferes with instruction  | 3     |
| <b>c. Engage children in their use of technology to meet their learning needs and interests</b> | Shows <b>CLEAR</b> evidence of engaging children in the use of technology to meet learning needs <b>AND</b> interests | Shows <b>SOME</b> evidence of engaging children in the use of technology to meet learning needs <b>OR</b> interests | Evidence of engaging children in the use of technology is <b>NOT CLEAR</b> or does not support learning needs or interests | 3     |
| <b>d. Use technology to meet the needs of children</b>  | Uses <b>MUCH</b> appropriate technology to meet the special needs of children.  | Uses <b>SOME</b> appropriate technology to meet the special needs of children.                                      | Uses <b>LITTLE</b> appropriate technology to meet the special needs of children.   | 3     |
| <b>e. Demonstrate ethical and legal use of technology disciplines</b>                           | Ensures that ethical and legal use policies are <b>ALWAYS</b> followed  | Ensures that ethical and legal use policies are <b>SOMETIMES</b> followed   | <b>DOES NOT</b> follow ethical and legal use policies  | 3     |

| Standard X: The IECE Educator Provides Leadership Within School/Community/ Profession   | 3  | 2   | 1  | Score |
|---|--|---|--|-------|
|   |  |   |  | 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   |