

KENTUCKY IECE TEACHER INTERNSHIP PROGRAM INTERN PERFORMANCE RECORD

Teacher Intern _____	
SSN <u>XXX-XX-</u> _____	<u>last 4 digits</u> _____
Program/School _____	District/Agency _____
Observer Name _____	

Cycle 1 Meeting - (classroom observations and second committee meeting shall be held between one (1) and sixty (60) instructional days following the orientation meeting)

Date of Observation _____				
Subject Area Observed _____		Type of Classroom _____		
Ages/Grades of Students _____	Number in Setting _____	Number having IEP _____	Number having IFSP _____	Number having LEP _____

The signatures below verify that the analytic scores and evidence and holistic score for each Standard have been discussed with the intern.

Observer's Signature _____

Intern's Signature _____

Cycle 2 Meeting - (classroom observations and third committee meeting shall be held between sixty-one (61) and 110 instructional days following the orientation meeting)

Date of Observation _____				
Subject Area Observed _____		Type of Classroom _____		
Ages/Grades of Students _____	Number in Setting _____	Number having IEP _____	Number having IFSP _____	Number having LEP _____

The signatures below verify that the analytic scores and evidence and holistic score for each Standard have been discussed with the intern.

Observer's Signature _____

Intern's Signature _____

Cycle 3 Meeting - (video or classroom observations and fourth committee meeting shall be held between 110 and 140 instructional days following the orientation meeting)

Date of Observation _____				
Subject Area Observed _____		Type of Classroom _____		
Ages/Grades of Students _____	Number in Setting _____	Number having IEP _____	Number having IFSP _____	Number having LEP _____

The signatures below verify that the analytic scores and evidence and holistic score for each Standard have been discussed with the intern.

Observer's Signature _____

Intern's Signature _____

STANDARD 1: THE IECE EDUCATOR DESIGNS & PLANS INSTRUCTION

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

<p>Cycle 1 Source(s) of Evidence Task A: Develop a Lesson Plan, Pre-observation conference</p>	<p>Cycle 2 Source(s) of Evidence Task A: Develop a Lesson Plan, Pre-observation conference</p>	<p>Cycle 3 Source(s) of Evidence Task A: Develop a Lesson Plan, Task G: Design learning Objectives and Assessments, Task H: Design Instructional Strategies and Activities for the Instructional Unit, and Task I: Analyze, Use and Communicate Learning Results</p>
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HOLISTIC SCORING OF STANDARD 1

<p>Standard Demonstrated</p> <p>Cycle 1 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-</p> <p>Cycle 2 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-</p> <p>Cycle 3 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-</p>	<p>Standard Partially Demonstrated</p> <p>Cycle 1 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-</p> <p>Cycle 2 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-</p> <p>Cycle 3 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-</p>	<p>Standard Not Demonstrated</p> <p>Cycle 1 <input type="checkbox"/> 1+ <input type="checkbox"/> 1</p> <p>Cycle 2 <input type="checkbox"/> 1+ <input type="checkbox"/> 1</p> <p>Cycle 3 <input type="checkbox"/> 1+ <input type="checkbox"/> 1</p>
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ANALYTIC SCORING OF STANDARD 1 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
a. Designs for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes aligned with program, school, district, state, and/or federal goals.	Designs for MOST children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes aligned with program, school, district, state, and/or federal goals.	Designs for SOME children developmentally appropriate, comprehensive curriculum, instruction, and/or some learning outcomes aligned with program, school, district, state, and/or federal goals.	Designs for FEW children developmentally appropriate, comprehensive curriculum, instruction, and/or few learning outcomes aligned with program, school, district, state, and/or federal goals.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
b. Includes assessments that target learning outcomes.	Includes assessments that target MOST learning outcomes.	Includes assessments that target SOME learning outcomes.	Includes assessments that target FEW learning outcomes.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
c. Individualizes curriculum, instruction plans, and assessment strategies for ALL children.	Individualizes MOST curriculum, instruction plans, and assessment strategies for all children.	Individualizes SOME curriculum, instruction plans, and assessment strategies for all children.	Individualizes FEW curriculum, instruction plans, and assessment strategies for all children.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
d. Plans developmentally appropriate and activity-based instruction.	REGULARLY plans developmentally appropriate and activity-based instruction.	SOMETIMES plans developmentally appropriate and activity-based instruction.	RARELY plans developmentally appropriate and activity-based instruction.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
e. Plans for the effective involvement of team members, including assistants, staff, and volunteers, across learning environments.	REGULARLY plans for the effective involvement of team members, including assistants, staff, and volunteers, across learning environments.	SOMETIMES plans for the effective involvement of team members, including assistants, staff, and volunteers, across learning environments.	RARELY plans for the effective involvement of team members, including assistants, staff, and volunteers, across learning environments.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
f. Includes knowledge and strategies of multiple disciplines.	REGULARLY includes knowledge and strategies of multiple disciplines.	SOMETIMES includes knowledge and strategies of multiple disciplines.	RARELY includes knowledge and strategies of multiple disciplines.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

g. Plans experiences and instruction based on family resources, priorities, and concerns.	REGULARLY plans experiences and instruction based on family resources, priorities, and concerns.	SOMETIMES plans experiences and instruction based on family resources, priorities, and concerns.	RARELY plans experiences and instruction based on family resources, priorities, and concerns.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

TPA EVIDENCE TO SUPPORT SCORING OF STANDARD 1

Cycle 1

Cycle 2

Cycle 3

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

STANDARD 2: THE IECE EDUCATOR CREATES & MAINTAINS ENVIRONMENT

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

<p style="text-align: center;"><u>Cycle 1 Source(s) of Evidence</u></p> <p>Task A: Develop a Lesson Plan, Task B: Demonstrate Teaching Skills during Classroom Observation, and Post-observation Conference</p>	<p style="text-align: center;"><u>Cycle 2 Source(s) of Evidence</u></p> <p>Task A: Develop a Lesson Plan, Task B: Demonstrate Teaching Skills during Classroom Observation, and Post-observation Conference</p>	<p style="text-align: center;"><u>Cycle 3 Source(s) of Evidence</u></p> <p>Task A: Develop a Lesson Plan, Task B: Demonstrate Teaching Skills during Classroom Observation, Task G: Design Learning Objectives and Assessments, Task H: Design Instructional Strategies and Activities, and Task I: Analyze, Use and Communicate Unit Learning Results</p>
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HOLISTIC SCORING OF STANDARD 2

<p><u>Standard Demonstrated</u></p> <p>Cycle 1 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3- Cycle 2 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3- Cycle 3 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-</p>	<p><u>Standard Partially Demonstrated</u></p> <p>Cycle 1 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 2 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 3 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-</p>	<p><u>Standard Not Demonstrated</u></p> <p>Cycle 1 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 2 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 3 <input type="checkbox"/> 1+ <input type="checkbox"/> 1</p>
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ANALYTIC SCORING OF STANDARD 2 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
a. Maintains 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	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
b. Creates and maintains 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
c. Facilitates smooth transitions 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
d. Creates and maintains 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
e. Adapts 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
f. Creates and maintains 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

g. Creates, evaluates, and selects technology, materials, and media to enhance the learning environment.	REGULARLY creates, evaluates, and selects technology, materials, and media to enhance the learning environment.	SOMETIMES creates, evaluates, and selects technology, materials, and media to enhance the learning environment.	RARELY creates, evaluates, and selects technology, materials, and media to enhance the learning environment.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
h. Uses 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
i. Designs antecedent and consequent conditions to foster child self-regulation and learning.	REGULARLY designs antecedent and consequent conditions to foster child self-regulation and learning.	SOMETIMES designs antecedent and consequent conditions to foster child self-regulation and learning.	RARELY designs antecedent and consequent conditions to foster child self-regulation and learning.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
j. Facilitates 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

TPA EVIDENCE TO SUPPORT SCORING OF STANDARD 2

Cycle 1

Cycle 2

Cycle 3

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

STANDARD 3: THE IECE EDUCATOR IMPLEMENTS INSTRUCTION

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

<p>Cycle 1 Source(s) of Evidence</p> <p>Task A: Develop a Lesson Plan Task B: Demonstrate Teaching Skills, and Post-observation Conference</p>	<p>Cycle 2 Source(s) of Evidence</p> <p>Task A: Develop a Lesson Plan Task B: Demonstrate Teaching Skills, and Post-observation Conference</p>	<p>Cycle 3 Source(s) of Evidence</p> <p>Task A: Develop a Lesson Plan; Task B: Demonstrate Teaching Skills; Task G: Design Learning Objectives and Assmnts; Task H: Design Instructional Stratsgs and Activities; Task I: Analyze, Use and Communicate Unit Results</p>
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HOLISTIC SCORING OF STANDARD 3

Standard Demonstrated	Standard Partially Demonstrated	Standard Not Demonstrated
Cycle 1 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-	Cycle 1 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-	Cycle 1 <input type="checkbox"/> 1+ <input type="checkbox"/> 1
Cycle 2 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-	Cycle 2 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-	Cycle 2 <input type="checkbox"/> 1+ <input type="checkbox"/> 1
Cycle 3 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-	Cycle 3 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-	Cycle 3 <input type="checkbox"/> 1+ <input type="checkbox"/> 1

ANALYTIC SCORING OF STANDARD 3 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
a. Implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, and/or state 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
b. Implements 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
c. Engages 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
d. Provides 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
e. Implements 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
f. Implements and supports 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
g. Involves 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

TPA EVIDENCE TO SUPPORT SCORING OF STANDARD 3

Cycle 1

Cycle 2

Cycle 3

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STANDARD 4: THE IECE EDUCATOR ASSESSES & COMMUNICATES LEARNING RESULTS

The IECE educator, in collaboration with others, assesses the development and ongoing learning of infants, toddlers, preschoolers, and kindergarten children, including those with disabilities, and communicates the results with partners, including families.

<p style="text-align: center;"><u>Cycle 1 Source(s) of Evidence</u></p> <p>Task A: Develop a Lesson Plan, Task B: Demonstrate Teaching Skills during Classroom Observation, and Task C: Analyze and Evaluate Teaching of a Lesson</p>	<p style="text-align: center;"><u>Cycle 2 Source(s) of Evidence</u></p> <p>Task A: Develop a Lesson Plan, Task B: Demonstrate Teaching Skills during Classroom Observation, and Task C: Analyze and Evaluate Teaching of a Lesson</p>	<p style="text-align: center;"><u>Cycle 3 Source(s) of Evidence</u></p> <p>Tasks A: Develop a Lesson Plan; B: Demonstrate Teaching Skills; C: Analyze and Evaluate Teaching of a Lesson; G: Design Learning Objectives and Assessments; H: Design Instructional Strategies and Assessments; and I: Analyze, Use and Communicate Unit Learning Results</p>
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HOLISTIC SCORING OF STANDARD 4

<p><u>Standard Demonstrated</u></p> <p>Cycle 1 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3- Cycle 2 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3- Cycle 3 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-</p>	<p><u>Standard Partially Demonstrated</u></p> <p>Cycle 1 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 2 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 3 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-</p>	<p><u>Standard Not Demonstrated</u></p> <p>Cycle 1 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 2 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 3 <input type="checkbox"/> 1+ <input type="checkbox"/> 1</p>
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ANALYTIC SCORING OF STANDARD 4 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
a. Uses 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
b. Bases 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
c. 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.	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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
d. Plans and implements 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
e. Accurately interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

f. Uses assessment results to design appropriate learning outcomes and to plan for future related 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

TPA EVIDENCE TO SUPPORT SCORING OF STANDARD 4

Cycle 1

Cycle 2

Cycle 3

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

CYCLE 1 OBSERVATION EVIDENCE TO SUPPORT SCORING OF STANDARD 2, 3, 4, 8, AND 9

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If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

CYCLE 1 OBSERVATION EVIDENCE TO SUPPORT SCORING OF STANDARD 2, 3, 4, 8, AND 9

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CYCLE 2 OBSERVATION EVIDENCE TO SUPPORT SCORING OF STANDARD 2, 3, 4, 8, AND 9

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for entering observation evidence to support scoring of standards 2, 3, 4, 8, and 9.

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CYCLE 2 OBSERVATION EVIDENCE TO SUPPORT SCORING OF STANDARD 2, 3, 4, 8, AND 9

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CYCLE 3 OBSERVATION EVIDENCE TO SUPPORT SCORING OF STANDARD 2, 3, 4, 8, AND 9

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CYCLE 3 OBSERVATION EVIDENCE TO SUPPORT SCORING OF STANDARD 2, 3, 4, 8, AND 9

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for recording observation evidence to support scoring of standards 2, 3, 4, 8, and 9.

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

STANDARD 5: THE IECE EDUCATOR REFLECTS ON AND EVALUATES PROFESSIONAL PRACTICES

The IECE educator reflects on and evaluates professional practices that support the development and learning of infants, toddlers, preschool, and kindergarten children, including those with disabilities.

Cycle 1 Source(s) of Evidence	Cycle 2 Source(s) of Evidence	Cycle 3 Source(s) of Evidence
Task C: Analyze and Evaluate Teaching of a Lesson, and Post-observation Conference	Task C: Analyze and Evaluate Teaching of a Lesson, and Post-observation Conference	Task C: Analyze and Evaluate Teaching of a Lesson, and Task J: Reflect on and Evaluate Teaching and Learning in the Instructional Unit

HOLISTIC SCORING OF STANDARD 5

Standard Demonstrated	Standard Partially Demonstrated	Standard Not Demonstrated
Cycle 1 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3- Cycle 2 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3- Cycle 3 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-	Cycle 1 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 2 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 3 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-	Cycle 1 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 2 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 3 <input type="checkbox"/> 1+ <input type="checkbox"/> 1

ANALYTIC SCORING OF STANDARD 5 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
a. Uses 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 reflects on and evaluates children's learning using appropriate data	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
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 reflects on and evaluates instructional practice using appropriate data	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
c. Uses 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 identifies areas for professional growth using appropriate data	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
d. Analyzes 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

TPA EVIDENCE TO SUPPORT SCORING OF STANDARD 5

Cycle 1

Cycle 2

Cycle 3

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

STANDARD 6: THE IECE EDUCATOR COLLABORATES WITH COLLEAGUES/FAMILIES/OTHERS

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

<p style="text-align: center;">Cycle 1 Source(s) of Evidence</p> <p>Task D: Collaborate to Address Special Learning Needs – Identification of Project</p>	<p style="text-align: center;">Cycle 2 Source(s) of Evidence</p> <p>Task D: Collaborate to Address Special Learning Needs – Work Plan Progress Report</p>	<p style="text-align: center;">Cycle 3 Source(s) of Evidence</p> <p>Task D: Collaborate to Address Special Learning Needs – Work Plan Results and Evaluation</p>
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HOLISTIC SCORING OF STANDARD 6

<p style="text-align: center;">Standard Demonstrated</p> <p>Cycle 1 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-</p> <p>Cycle 2 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-</p> <p>Cycle 3 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-</p>	<p style="text-align: center;">Standard Partially Demonstrated</p> <p>Cycle 1 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-</p> <p>Cycle 2 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-</p> <p>Cycle 3 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-</p>	<p style="text-align: center;">Standard Not Demonstrated</p> <p>Cycle 1 <input type="checkbox"/> 1+ <input type="checkbox"/> 1</p> <p>Cycle 2 <input type="checkbox"/> 1+ <input type="checkbox"/> 1</p> <p>Cycle 3 <input type="checkbox"/> 1+ <input type="checkbox"/> 1</p>
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ANALYTIC SCORING OF STANDARD 6 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
a. Participates as an effective team member and demonstrates 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
d. Collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning, including IEP/IFSP development.	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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
h. Uses 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.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

TPA EVIDENCE TO SUPPORT SCORING OF STANDARD 6

Cycle 1

Cycle 2

Cycle 3

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

STANDARD 7: THE IECE EDUCATOR ENGAGES IN PROFESSIONAL DEVELOPMENT

The IECE educator engages in self-evaluation of professional practices and implements a professional development plan to improve his/her performance.

<p style="text-align: center;">Cycle 1 Source(s) of Evidence</p> Task E: Assess and Manage Professional Growth – Plan	<p style="text-align: center;">Cycle 2 Source(s) of Evidence</p> Task E: Assess and Manage Professional Growth – Progress Report	<p style="text-align: center;">Cycle 3 Source(s) of Evidence</p> Task E: Assess and Manage Professional Growth – Results and Evaluation
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HOLISTIC SCORING OF STANDARD 7

<u>Standard Demonstrated</u>	<u>Standard Partially Demonstrated</u>	<u>Standard Not Demonstrated</u>
Cycle 1 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3- Cycle 2 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3- Cycle 3 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-	Cycle 1 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 2 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 3 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-	Cycle 1 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 2 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 3 <input type="checkbox"/> 1+ <input type="checkbox"/> 1

ANALYTIC SCORING OF STANDARD 7 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
a. Assesses his/her professional performance level relative to Kentucky's IECE Teacher Standards.	THOROUGHLY AND ACCURATELY assesses his/her professional performance level relative to Kentucky's IECE Teacher Standards.	SOMEWHAT ACCURATELY assesses his/her professional performance level relative to Kentucky's IECE Teacher Standards.	INACCURATELY assesses his/her professional performance level relative to Kentucky's IECE Teacher Standards.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
b. Identifies priority of own professional development needs.	REGULARLY identifies priority of own professional development needs.	SOMETIMES identifies priority of own professional development needs.	RARELY identifies priority of own professional development needs.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
c. Designs a plan to address professional growth needs for all priority areas.	Designs a plan to address professional growth needs for MOST priority areas.	Designs a plan to address professional growth needs for SOME priority areas.	Designs a plan to address professional growth needs for FEW priority areas.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
d. Engages in ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research).	Engages in MANY ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research).	Engages in SOME ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research).	Engages in FEW ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research).	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
e. Shows evidence of professional growth resulting from the implementation of the plan.	Shows MUCH evidence of professional growth resulting from the implementation of the plan.	Shows SOME evidence of professional growth resulting from the implementation of the plan.	Shows LITTLE evidence of professional growth resulting from the implementation of the plan.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
f. Applies professional ethics, practice, and legal mandates in early childhood settings.	REGULARLY applies professional ethics, practice, and legal mandates in early childhood settings.	SOMETIMES applies professional ethics, practice, and legal mandates in early childhood settings.	RARELY applies professional ethics, practice, and legal mandates in early childhood settings.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

TPA EVIDENCE TO SUPPORT SCORING OF STANDARD 7

Cycle 1

Cycle 2

Cycle 3

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

STANDARD 8: THE IECE EDUCATOR SUPPORTS FAMILIES

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

Cycle 1 Source(s) of Evidence	Cycle 2 Source(s) of Evidence	Cycle 3 Source(s) of Evidence
Task A: Develop a Lesson Plan, Task B: Demonstrate Teaching Skills during Classroom Observation, and Task D: Collaborate to Address Special Learning Needs	Task A: Develop a Lesson Plan, Task B: Demonstrate Teaching Skills during Classroom Observation, and Task D: Collaborate to Address Special Learning Needs	Task A: Develop a Lesson Plan, Task B: Demonstrate Teaching Skills during Classroom Observation, Task D: Collaborate to Address Special Learning Needs, Task H: Design Instructional Strategies and Activities for the Instructional Unit, and Task G: Design Learning Objectives and Assessments for an Instructional Unit

HOLISTIC SCORING OF STANDARD 8

Standard Demonstrated	Standard Partially Demonstrated	Standard Not Demonstrated
Cycle 1 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3- Cycle 2 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3- Cycle 3 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-	Cycle 1 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 2 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 3 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-	Cycle 1 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 2 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 3 <input type="checkbox"/> 1+ <input type="checkbox"/> 1

ANALYTIC SCORING OF STANDARD 8 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
a. Assists families in articulating resources, priorities, and concerns.	REGULARLY assists families in articulating resources, priorities, and concerns.	SOMETIMES assists families in articulating resources, priorities, and concerns.	RARELY assists families in articulating resources, priorities, and concerns.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
b. Individualizes interactions and activities that demonstrate sensitivity to characteristics of each child's family and community.	REGULARLY individualizes interactions and activities that demonstrate sensitivity to characteristics of each child's family and community.	SOMETIMES individualizes interactions and activities that demonstrate sensitivity to characteristics of each child's family and community.	RARELY individualizes interactions and activities that demonstrate sensitivity to characteristics of each child's family and community.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
c. 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).	REGULARLY 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).	SOMETIMES 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).	RARELY 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).	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
d. Applies adult learning principles in family education activities.	REGULARLY applies adult learning principles in family education activities.	SOMETIMES applies adult learning principles in family education activities.	RARELY applies adult learning principles in family education activities.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
e. Respects and provides on-going support for the family's preferred level of involvement in educational activities.	REGULARLY respects and provides on-going support for the family's preferred level of involvement in educational activities.	SOMETIMES respects and provides on-going support for the family's preferred level of involvement in educational activities.	RARELY respects and provides on-going support for the family's preferred level of involvement in educational activities.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

TPA EVIDENCE TO SUPPORT SCORING OF STANDARD 8

Cycle 1

Cycle 2

Cycle 3

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

STANDARDS 9: THE IECE EDUCATOR DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

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

<p style="text-align: center;"><u>Cycle 1 Source(s) of Evidence</u></p> <p>Task A: Develop a Lesson Plan, Task B: Demonstrate Teaching Skills during Classroom Observation, and Post-observation Conference</p>	<p style="text-align: center;"><u>Cycle 2 Source(s) of Evidence</u></p> <p>Task A: Develop a Lesson Plan, Task B: Demonstrate Teaching Skills during Classroom Observation, and Post-observation Conference</p>	<p style="text-align: center;"><u>Cycle 3 Source(s) of Evidence</u></p> <p>Task A: Develop a Lesson Plan, Task B: Demonstrate Teaching Skills during Classroom Observation, and Task H: Design Instructional Strategies and Activities for the Instructional Unit</p>
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HOLISTIC SCORING OF STANDARD 9

<p style="text-align: center;"><u>Standard Demonstrated</u></p> <p>Cycle 1 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3- Cycle 2 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3- Cycle 3 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-</p>	<p style="text-align: center;"><u>Standard Partially Demonstrated</u></p> <p>Cycle 1 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 2 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 3 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-</p>	<p style="text-align: center;"><u>Standard Not Demonstrated</u></p> <p>Cycle 1 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 2 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 3 <input type="checkbox"/> 1+ <input type="checkbox"/> 1</p>
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ANALYTIC SCORING OF STANDARD 9 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
a. Uses multiple technology applications to support child learning.	Uses MULTIPLE technology applications to support child learning.	Uses SOME technology applications to support child learning.	Uses FEW applications to support child learning.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
b. Selects appropriate technology to enhance instruction.	Selects APPROPRIATE technology to enhance instruction.	Selects SOMEWHAT APPROPRIATE technology to aid instruction.	Selects INAPPROPRIATE technology or technology interferes with instruction.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
c. Engages children in their use of technology to meet their learning needs and interests.	REGULARLY engages children in their use of technology to meet their learning needs and interests.	SOMETIMES engages children in their use of technology to meet their learning needs and interests.	RARELY engages children in their use of technology to meet their learning needs and interests.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
d. Uses technology to meet special needs of children.	Uses MUCH appropriate technology to meet the special needs of children.	Uses SOME appropriate technology to meet the special needs of children.	Uses LITTLE appropriate technology to meet the special needs of children.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
e. Demonstrates ethical and legal use of technology disciplines.	REGULARLY demonstrates ethical and legal use of technology disciplines.	SOMETIMES demonstrates ethical and legal use of technology disciplines.	RARELY demonstrates ethical and legal use of technology disciplines.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

TPA EVIDENCE TO SUPPORT SCORING OF STANDARD 9

Cycle 1

Cycle 2

Cycle 3

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

STANDARD 10: THE IECE EDUCATOR PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The IECE educator provides professional leadership within the school, community, and education profession to improve child learning and well-being.

Cycle 1 Source(s) of Evidence Task F: Design Professional Leadership	Cycle 2 Source(s) of Evidence Task F: Design Professional Leadership – Progress Report	Cycle 3 Source(s) of Evidence Task F: Design Professional Leadership – Work Plan Results and Evaluation
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HOLISTIC SCORING OF STANDARD 10

<u>Standard Demonstrated</u>	<u>Standard Partially Demonstrated</u>	<u>Standard Not Demonstrated</u>
Cycle 1 Insufficient Evidence Cycle 2 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3- Cycle 3 <input type="checkbox"/> 3+ <input type="checkbox"/> 3 <input type="checkbox"/> 3-	Cycle 1 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 2 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2- Cycle 3 <input type="checkbox"/> 2+ <input type="checkbox"/> 2 <input type="checkbox"/> 2-	Cycle 1 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 2 <input type="checkbox"/> 1+ <input type="checkbox"/> 1 Cycle 3 <input type="checkbox"/> 1+ <input type="checkbox"/> 1

ANALYTIC SCORING OF STANDARD 10 INDICATORS

Rating → Indicator ↓	Indicator Demonstrated D	Indicator Partially Demonstrated PD	Indicator Not Demonstrated ND	Indicator Rating
a. Identifies leadership opportunities that enhance child learning and/or the professional environment of the school/community.	Identifies MANY leadership opportunities that enhance child learning and/or the professional environment of the school/community.	Identifies SOME leadership opportunities that enhance child learning and/or the professional environment of the school/community.	Identifies FEW leadership opportunities that enhance child learning and/or the professional environment of the school/community.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
b. Develops a plan for engaging in leadership activities.	Develops a plan for engaging in MANY leadership activities.	Develops a plan for engaging in SOME leadership activities.	Develops a plan for engaging in FEW leadership activities.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
c. Implements a plan for engaging in leadership activities.	Implements a plan for engaging in MANY leadership activities.	Implements a plan for engaging in SOME leadership activities.	Implements a plan for engaging in FEW leadership activities.	Cycle 1 D PD ND NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA
d. Analyzes data to evaluate the results of planned and executed leadership efforts.	REGULARLY analyzes data to evaluate the results of planned and executed leadership efforts.	SOMETIMES analyzes data to evaluate the results of planned and executed leadership efforts.	RARELY analyzes data to evaluate the results of planned and executed leadership efforts.	Cycle 1 NA
				Cycle 2 D PD ND NA
				Cycle 3 D PD ND NA

TPA EVIDENCE TO SUPPORT SCORING OF STANDARD 10

Cycle 1

Cycle 2

Cycle 3

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

Each intern must receive a copy of each committee members' completed and signed Intern Performance Record (IPR) at the conclusion of each committee meeting.

Important Dates

The **Confirmation of Employment (COE)** is created and submitted online within 30 days from the date of hire or on or before:

- October 15 for full-year or fall semester interns,
- February 15 for spring semester interns,

whichever occurs first.

The **Record of Teacher Internship Year (RTIY)** is created and submitted online on or before:

- May 1 for full year interns,
- December 20 for second semester interns,

or no later than two weeks following the final committee meeting, whichever occurs first.

Unsuccessful Internships

If an internship is unsuccessful, the Committee must submit to the KTIP District Coordinator, who then submits to the EPSB's Division of Professional Learning and Assessment no later than five days after submission of the final report:

- the teacher performance assessment (Tasks A-J), including the intern's video (if one is available)
- a copy of the school calendar
- all original Intern Performance Records
- any electronic communication sent to intern along with read receipt and response back from intern (if available)
- the electronically signed Record of Teacher Internship Year.

Resource Teacher Time Sheets (RTTs) are created and submitted online.

For directions on:

- Submitting committee reports using the Intern Management System (IMS)
- Obtaining or re-setting IMS passwords
- Creating or adding to Resource Teacher Time Sheets

go to <http://www.kyepsb.net/>

