

Kentucky Teacher Internship Program

Interdisciplinary Early Childhood Education

Teacher Performance Assessment Handbook

Edited Fall 2012



KTIP IECE Intern Assessment Handbook

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Acknowledgements

The Kentucky Teacher Internship Program Interdisciplinary Early Childhood Education Teacher Performance Assessment (KTIP IECE TPA) was created by representatives from several Kentucky universities who saw a lack in the training of teacher interns in early childhood programs. These representatives came to the Educational Professional Standards Board (EPSB) with this concern, and as a result, met together many times as the IECE Work Group at the EPSB and through email to adapt the KTIP TPA to reflect early childhood training needs.

Just as the KTIP assessment owes its creation to the ideas and work of many others, so, too, does the KTIP IECE TPA. Representatives from the Kentucky Department of Education, Berea College, Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University, the University of Kentucky, the University of Louisville, Western Kentucky University, and EPSB staff met several long days to create a document that mirrors the KTIP TPA while honoring the unique needs of those interns who have chosen to teach Kentucky's youngest learners. Members of the IECE Work Group brought to the creation of this document their many years of working and teaching in the field of early childhood development. As this assessment is tested initially during spring 2008 with the first cohort of IECE interns to use it, the IECE Work Group may recommend appropriate changes to this document as they mentor the IECE interns.

None of this work would have been possible without the continued efforts and expertise of the IECE Work Group. In addition, the Kentucky Advisory Council for Internships (KACI) and members of the KDE Quarterly Meeting of IECE Faculty reviewed this document as it was being created, thus allowing input from a cross-section of the early childhood community across the Commonwealth.

So it is that we applaud members of the IECE Work Group for their continued efforts:

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I. Overview

What is the KTIP IECE Teacher Performance Assessment?

The KTIP IECE Teacher Performance Assessment (TPA) is a focused collection of evidence and reflection selected from a teacher's work, which clearly demonstrates the new teacher's efforts to analyze child learning as well as the new teacher's performance on the Kentucky IECE Teacher Standards. The teacher performance assessment serves as the centerpiece of the reflective process because it includes such information as lesson plans, children's work samples with evaluative comments, videotaped lessons, anecdotal records, and observation notes. Continuous and critical study of planning and instructional practice is one of the most important keys to children's learning.

The teacher performance assessment approach is grounded in a developmental view of teaching, recognizing that this complex, demanding profession is learned over the course of several years of study, consultation, and reflective practice. The purpose is to support beginning teachers in their development, and to focus it through a dynamic, ongoing process.

The IECE TPA is both a process and a product. It is not a scrapbook, but a representation of the intern's abilities. It provides evidence of the intern's strengths, goals, and achievements with regard to children's learning. It is a factual description of an intern's teaching efforts supported by relevant data and analyzed by the intern to show the thinking process behind the artifacts. The TPA is NOT a collection of PD certificates and slick artwork. Rather, it is selected samples that illustrate how the intern's children have benefited from the teacher's efforts.

The IECE TPA is organized according to the three cycles of the internship year. During the first two cycles, the committee (the resource teacher, the principal, and the teacher educator) formatively evaluates the intern's teacher performance assessment for two components: classroom teaching and ability to address professional responsibilities.

The third, summative cycle expands the length and scope of the intern's planning to permit the assessment of multiple dimensions of the intern's work and to make sure children are given adequate time to accomplish the learning objectives. This is done through an Instructional Unit. In the instructional unit, the intern provides a thorough analysis of children's work and includes rubrics developed to assist committee members in a more precise evaluation. The instructional unit includes a performance assessment in which an intern is asked to document his/her plan for instruction, design an instructional unit covering two-to-four weeks of instruction, plan for the assessment of learning (both pre-and post-instruction), analyze the impact of instruction on child learning, and reflect upon the success of the instructional unit.

The KTIP IECE Teacher Performance Assessment is a set of ten teaching tasks designed especially to provide interns the opportunity to demonstrate performance of Kentucky's IECE Teacher Standards. However, there is not a one-to-one relationship between the TPA Tasks A – J and Kentucky IECE Teacher Standards 1-10.

The ten teaching tasks are grouped into three components in the KTIP IECE TPA:

Component I: Classroom Teaching

- Task A: Teaching and Learning Context and Lesson Plan Format
- Task B: Demonstrate Teaching Skills during Classroom Observation
- Task C: Lesson Analysis and Reflection

Component II: Professional Responsibilities

- Task D: Collaborate to Address Child/Family Outcomes
- Task E: Assess and Manage Professional Growth
- Task F: Leadership

Component III: Instructional Unit

- Task G: Designing the Instructional Unit
- Task H: The Assessment Plan
- Task I: Designing Instructional Strategies and Activities
- Task J: Reflecting on the Impact of Instruction and Communication and Follow-Up

Goals

- To increase teacher competence as defined by the Kentucky IECE Teacher Standards
- To focus support on improving children's achievement
- To draw on child data to guide support
- To document professional growth over time
- To promote self-assessment and reflection
- To cultivate collaboration and leadership among teachers

Where can you go for help?

Your committee is the first and most important resource available to assist you in preparing your teacher performance assessment. Do not hesitate to contact any one of the following for guidance in the completion of your teacher performance assessment.

Committee and School

- Resource Teacher
- Principal
- Teacher Educator (from regional university)
- Others, including educators holding National Board for Professional Teaching Standards Certification

School District

District KTIP Coordinator

University KTIP Coordinator

Eastern Kentucky University – 859-622-6180

Kentucky State University – 502-597-5574

Morehead State University – 606-783-2892

Murray State University – 270-809-3143

Northern Kentucky University – 859-572-6320

University of Kentucky – 859-257-1857

University of Louisville – 502-852-6412

Western Kentucky University – 270-745-5991

Education Professional Standards Board

Professional Learning and Assessment Division

KTIP Consultants

Toll-free 888-598-7667

Web

<http://www.epsb.ky.gov>

How will your IECE Teacher Performance Assessment be evaluated?

Your committee will meet with you to discuss and evaluate your teacher performance assessment and your classroom teaching performance. The chart on the following pages indicates the sources of evidence that will be examined for each IECE Teacher Standard.

Evidence Sources for the New Teacher's Assessment		Source	
Note: TPA=Teacher Performance Assessment and O=Classroom Observation			
Standard 1 Designs & Plans Instruction		TPA	O
a. Designs for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes aligned with program, school, district, state, and/or federal goals.		X	
b. Includes assessments that target learning outcomes.		X	
c. Individualizes curriculum, instruction plans, and assessment strategies for ALL children.		X	
d. Plans developmentally appropriate and activity-based instruction.		X	
e. Plans for effective involvement of team members, including assistants, staff, and volunteers, across learning environments.		X	
f. Includes knowledge and strategies of multiple disciplines.		X	
g. Plans experiences and instruction based on family resources, priorities, and concerns.		X	
Standard 2 Creates & Maintains Learning Environment		TPA	O
a. Maintains an emotionally and physically healthy and safe environment.		X	X
b. Creates and maintains consistent routines and schedules that engage children and maximize learning.		X	X
c. Facilitates smooth transitions for children between activities.		X	X
d. Creates and maintains individually appropriate, activity-based learning environments.		X	X
e. Adapts environments to support children with special needs and disabilities.		X	X
f. Creates and maintains culturally responsive environments to support all children and families.		X	X
g. Creates, evaluates, and selects technology, materials, and media to enhance the learning environment.		X	X
h. Uses appropriate, positive guidance techniques to foster children's self-regulation.		X	X
i. Designs antecedent and consequent conditions to foster children's self-regulation and learning.		X	X
j. Facilitates mutual respect among peers through cooperative and independent learning activities.		X	X
Standard 3 Implements Instruction		TPA	O
a. Implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, state, and/or federal goals.			X
b. Implements instructional strategies that meet the individual needs of each child.			X
c. Engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.			X
d. Provides guidance, cues, and feedback to children to foster self-management and learning.			X
e. Implements culturally responsive learning experiences to support children and their families.			X
f. Implements and supports family-centered activities that reflect each family's resources, priorities, and concerns.		X	
g. Involves team members in instructional activities.			X
Standard 4 Assesses & Communicates Learning Results		TPA	O
a. Uses a systematic process to assess and record children's ongoing developmental progress.		X	X
b. Bases assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards.		X	
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.		X	X
d. Plans and implements assessment strategies that invite active involvement of appropriate partners, including team members and children's families.		X	X
e. Accurately interprets the data and validity of assessment results and communicates results to appropriate partners, including families, in terms they easily understand.		X	
f. Uses assessment results to design appropriate learning outcomes and to plan for future related services and instruction.		X	

Standard 5 Reflects On & Evaluates Professional Practices	TPA	O
a. Uses data to reflect on and evaluate children’s learning.	X	
b. Uses data to reflect on and evaluate instructional practice.	X	
c. Uses data to identify areas for professional growth.	X	
d. Analyzes the involvement and effectiveness of team members in instruction.	X	
Standard 6 Collaborates with Colleagues/Families/Others	TPA	O
a. Participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings.	X	
b. Demonstrates effective methods of communication that value the roles, skills, input, and expertise of families, colleagues, and others.	X	X
c. Collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning.	X	
d. Collaborates with team members to promote child development and transition through sharing information, joint decision making, and program planning.	X	
e. Collaborates with community members and agencies to provide resources to promote child development and learning.	X	
f. Articulates individual outcomes and unique needs for each child to staff and volunteers.	X	
g. Provides ongoing constructive feedback to team members on professional practices.	X	
h. Uses adult learning principles in collaboration with team members.	X	
Standard 7 Engages in Professional Development	TPA	O
a. Assesses his/her professional performance level relative to KY IECE Teacher Standards.	X	X
b. Identifies priority of own professional development needs.	X	
c. Designs a plan to address professional growth needs for all priority areas.	X	
d. Engages in ongoing professional activities.	X	
e. Shows evidence of professional growth resulting from the implementation of the plan.	X	
f. Applies professional ethics, practice, and legal mandates in early childhood settings.	X	X
Standard 8 Supports Families	TPA	O
a. Assists families in articulating resources, priorities, and concerns.	X	
b. Individualizes interactions and activities that demonstrate sensitivity to characteristics of each child’s family and community.	X	
c. Facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication.	X	
d. Applies adult learning principles in family education activities.	X	
e. Respects and provides on-going support for the family’s preferred level of involvement in educational activities.	X	
Standard 9 Demonstrates Implementation of Technology	TPA	O
a. Uses multiple technology applications to support child learning.	X	X
b. Selects appropriate technology to enhance instruction.	X	X
c. Engages children in their use of technology to meet their learning needs and interests.	X	X
d. Uses technology to meet special needs of children.	X	X
e. Demonstrates ethical and legal use of technology disciplines.	X	X
Standard 10 Provides Leadership Within School/Community/Profession	TPA	O
1. Identifies leadership opportunities that enhance child learning and/or professional environment of the school / community.	X	
2. Develops a plan for engaging in leadership activities.	X	
3. Implements a plan for engaging in leadership activities.	X	
4. Analyzes data to evaluate the results of planned and executed leadership efforts.	X	

Developing Your IECE Teacher Performance Assessment

TPA Tasks and Templates:

As noted in the overview, the KTIP IECE TPA is a set of ten teaching tasks designed to provide you with the opportunity to demonstrate performance of the Kentucky IECE Teacher Standards. The format and expectations for the ten tasks are presented in the form of task templates. Each task template provides prompts/directions for completing the task. This handbook provides a paper copy of the templates which are available on-line at www.epsb.ky.gov. The on-line templates are in Microsoft Word and can be downloaded as needed. The use of these templates in developing your IECE TPA exhibits has the following advantages for you and your committee:

1. The formatting of the task exhibits is predetermined.
2. The prompts/directions focus your efforts on providing needed information.
3. Your work on the tasks can be sent via email to your committee members for their review, feedback, and/or approval.
4. Your work on each task can be corrected, modified, and/or updated as needed.

It should be noted that some tasks may recommend providing evidence/artifacts of your teaching. For this reason, it is essential that you read each task and the template carefully.

Suggestions for selecting artifacts for your Teacher Performance Assessment

Select evidence or artifacts for inclusion in your teacher performance assessment that clearly demonstrate your efforts to analyze children learning. The best evidence will come from your classroom teaching and related professional development activities. Some examples of appropriate artifacts are listed below:

- Instructional materials
- Teacher-made assessment materials
- Family communication/log
- Samples of children work
- Teacher journals and/or logs
- Videotaped lesson
- Child, family, colleague surveys
- Log of professional activities
- Communication with peers, administrators and other professionals

Keep in mind that you should not include anything more than what each task requires. It is important to select the most appropriate examples of evidence that provide data to support your analysis. Do not include professional development attendance certificates, lists of awards or photographs of children's work. All artifacts should be included with the related task.

Videotaped Lesson Option

In Cycle 3, you have the option of videotaping one of the lessons from the instructional unit or you may have your committee members observe separate lessons from the unit. This is a decision you should make with your committee's guidance. This video may only be used for KTIP evaluation and may not be shown in any public performance. Capturing teaching on videotape effectively requires thoughtful preparation and planning. The video may be a CD, DVD, or VHS recording. **NOTE: If the decision is made to video the Cycle 3 lesson, you will develop a lesson plan for the video lesson and complete Task C, Lesson Analysis and Reflection, after the lesson is taught. If the decision is made to have each of your committee members observe a lesson from the unit, you will develop a lesson plan for each lesson to be observed and complete Task C for the three lessons after they have been observed.**

TIPS FOR SUCCESSFUL VIDEO TAPING

- | | |
|--|---|
| <ul style="list-style-type: none">• Contact the media specialist to reserve the needed equipment and to learn about the operation of the equipment.• Find a volunteer to videotape the class. This could be your resource teacher, another teacher, or even a family volunteer. He/she may need some time to become familiar with the camera equipment. (Note: Warn the camera operator that his/her voice may be heard on video.)• Use a tripod.• Advise your camera operator to record children involvement as well as your movements, while being careful not to make too many sudden moves. | <ul style="list-style-type: none">• If using a VHS tape, use a new tape.• Keep the lens cap on the camera when the camera is not being used. This prevents excess light from entering the lens.• Keep the camera and tapes away from magnetic fields.• Cameras should not be used in extreme heat or cold. Let the camera adjust to room temperature for about thirty minutes.• Consider the composition of the picture. Clutter can be a problem in classrooms; remove items that may detract from the message/image. Consider the background.• Make sure your classroom is well-lit.• Secure a lapel microphone, if possible, to improve sound quality. |
|--|---|

Format requirements for your Teacher Performance Assessment

What you will need

- 3-ring binder
- Three dividers, one for each section of your teacher performance assessment
- Plastic sleeve for holding artifacts (video and/or audiotapes). Video and/or audiotapes are not required. If you select either a video or audiotape as an artifact, it should be submitted in a plastic sleeve or "zippered pocket" within the binder.

Directions

- Label the three dividers by cycle
- Complete the Intern Information Sheet
- Using the task templates available on-line, develop your responses to the question or prompts. Answer the questions thoroughly enough to provide sufficient evidence that you have met the Kentucky IECE Teacher Standard(s).

A Schedule of Activities for the IECE Internship

Prior to the Orientation Meeting, you will:

1. Read the IECE TPA Handbook in a thorough manner.
2. Complete the Intern Information Sheet template.
3. Identify potential children for involvement in Task D (Collaboration).
4. Complete the Kentucky IECE Teacher Standards Self-Assessment portion of Task E (Professional Growth).
5. Identify possible leadership projects for Task F (Leadership).
6. Set up your account with the EPSB for your user ID and password. (Have this information available at each committee meeting).

At the Orientation Meeting, you and your committee will:

1. Review all KTIP IECE TPA materials, processes and procedure, and discuss expectations including the instructional unit.
2. Discuss potential children and/or families for involvement in Task D (Collaboration) and identify the child and/or family to be involved.
3. Discuss your completion of the self-assessment portion of Task E (Professional Growth).
4. Discuss possible leadership projects for Task F (Leadership) and agree upon the project you will plan and implement.
5. Set the timelines for completion of the IECE TPA Tasks including the Instructional Unit, Task G-J.
6. Sign off for the Orientation Meeting in the Intern Management System (IMS).

Prior to the Cycle 1 Committee Meeting, you will:

1. Complete Task A-1, Teaching and Learning Context within cycle 1 (updated as needed for cycles 2 and 3).
2. Complete Task A-2, Lesson Plan, for each class to be observed by your committee members.
3. Submit lesson plans electronically to the appropriate committee members 2-3 days prior to the observation.
4. Complete Task C, Lesson Analysis and Reflection, 2-3 days after each observed lesson.
5. Work with your resource teacher to identify your strength and priority areas for growth and possible types of professional development you will need for Task E (Professional Growth).
6. Based on the task completion timeline set at the Orientation Meeting, work on the Task D Collaboration Work Plan and the Task F Leadership Work Plans.
7. Electronically submit the Collaboration Work Plan and the Leadership Work Plan to your committee members for their review and approval prior to implementing these plans.
8. Electronically submit Task C's for observed lessons and your work on Task D, E, and F to your committee members 2-3 days prior to the Cycle 1 Committee Meeting.
9. Organize the TPA notebook by tasks (A-1, A-2, C) (Teaching and Learning Context, Lesson Plan, Lesson Analysis and Reflection). All subsequent completed tasks should be included and divided by cycles.

At the Cycle 1 Committee Meeting, you and your committee will:

1. Discuss the analytic and holistic scores and the supporting evidence for the ten Kentucky IECE Teacher Standards focusing on the strengths and priority areas for growth identified by the committee during Cycle 1.
2. Reconcile the strengths and priority areas for growth identified by the committee with those you have identified in Task E (Professional Growth) to agree upon the professional growth activities for Cycle 2 and the assistance and documentation needed for these activities.
3. Discuss the progress made on Task D (Collaboration) and Task F (Leadership) Projects.
4. Clarify the expectations for Cycle 2 observations and reflections (Tasks A, B, and C) and Professional Responsibilities Tasks (Tasks D, E, and F).
5. Sign off for the Cycle 1 Committee Meeting in the IMS.

Prior to the Cycle 2 Committee Meeting, you will:

1. Develop a Professional Growth Work Plan for each of your agreed upon priority areas for growth. These two or three work plans comprise your Professional Growth Plan (PGP). You must submit your PGP electronically to your committee members for their review and approval.
2. Develop lesson plans (Task A-2) for each lesson scheduled to be observed by your committee members, submitting each plan electronically to the appropriate committee member 2-3 days prior to their observation.
3. Complete Task C (Lesson Analysis and Reflection) for each lesson 2-3 days after each lesson is observed.
4. Continue the implementation of your work plans for: Task D (Collaboration), Task E (Professional Growth), and Task F (Leadership), developing progress reports for your committee.
5. Electronically submit your Cycle 2 Task C's and the progress reports for Tasks D, E, and F to your committee for review 2-3 days before the Cycle 2 Committee Meeting.

At the Cycle 2 Committee Meeting, you and your committee will:

1. Discuss the analytic and holistic scores and the supporting evidence for the ten Kentucky IECE Teacher Standards focusing on the strengths and areas for growth identified by the committee during Cycle 2.
2. Discuss the progress made in implementing the approved Task D (Collaboration), Task E (Professional Growth), and Task F (Leadership) work plans
3. Review progress made in developing the Instructional Unit for Cycle 3. Confirm the time frame for its implementation.
4. Clarify the expectations for Cycle 3 observation(s) and reflection(s), the Professional Responsibilities Tasks, and the Instructional Unit (Tasks G, H, I, and J).
5. Decide whether you will video one lesson from your Cycle 3 unit and develop the lesson plan (Task A-2) and the Lesson Analysis and Reflection (Task C) for the videoed lesson or have each committee member observe a lesson from the unit and you develop the lessons plans and lesson analysis and reflection for each observed lesson.
6. Sign off for the Cycle 2 Committee Meeting in the IMS.

Prior to the Cycle 3 Committee Meeting, you will:

1. Complete the work plans for your Task D (Collaboration), Task E (Professional Growth), and Task F (Leadership), developing Cycle 3 reports.
2. Develop your instructional unit (Tasks G, H, and I). During the development of your unit, you are encouraged to electronically send each task to your committee members for their review and feedback.
3. Implement your unit, either videoing one lesson or having your committee members each observe a lesson face-to-face.
4. Analyze the results of your unit, completing Task J.
5. Electronically submit the lesson plan(s), Lesson Analysis and Reflection(s) and completed Tasks D-J to your committee members for their review and summative evaluation.

At the Cycle 3 Committee Meeting, you and your committee will:

1. Discuss the completed Professional Responsibilities Tasks (Tasks D, E, and F).
2. Discuss the design, implementation, and analysis of the Instructional Unit (Tasks A, B, C, G, H, I, and J).
3. Discuss the Cycle 3 analytic and holistic scores and supporting evidence for the ten Kentucky IECE Teacher Standards, focusing on your strengths and areas for growth.
4. Sign off for the Cycle 3 Committee Meeting in the IMS.

Table of Contents Checklist for the IECE TPA Notebook

Place a check in front of each task that is included within your TPA Notebook. Your cycle sections are not complete until you check off each item. **Place each checklist in front of the appropriate cycle of your notebook for each completed task document.**

Cycle 1		Page(s)
Component I		
<input type="checkbox"/> Task A-1	Teaching and Learning Context: (1 copy)	_____
<input type="checkbox"/> Task A-2	Lesson Plan: Completed A-2 for each observed lesson: three (3) A-2 documents	_____
<input type="checkbox"/> Task B	Classroom Observation: IPR copies from observations of each committee member are provided to the intern by the end of the Cycle 1 meeting	_____
<input type="checkbox"/> Task C	Lesson Analysis and Reflection: Completed Task C for each observed lesson: three (3) C documents	_____
Component II		
<input type="checkbox"/> Task D	Collaborate to Address Special Learning Needs: Provide information related to the child identified/ tentative plan for collaboration with the family	_____
<input type="checkbox"/> Task E	Assess and Manage Professional Growth: Submit tentative work plan/ discuss strengths and identify possible areas of growth	_____
<input type="checkbox"/> Task F	Leadership: Provide the work plan for your leadership project	_____
Include any artifacts needed to support your tasks as listed on page 7 of your TPA Handbook.		

Cycle 2		Page(s)
Component I		
<input type="checkbox"/> Task A-1	Teaching and Learning Context: Utilize same A-1 as completed in Cycle 1 unless an update has been made	_____
<input type="checkbox"/> Task A-2	Lesson Plan: Completed A-2 for each observed lesson: three (3) A-2 documents	_____
<input type="checkbox"/> Task B	Classroom Observation: Copies of IPRs from observations of each committee member are provided to the intern by the end of the Cycle 2 meeting	_____
<input type="checkbox"/> Task C	Lesson Analysis and Reflection: Completed Task C for each observed lesson: three (3) C documents	_____
Component II		
<input type="checkbox"/> Task D	Collaborate to Address Special Learning Needs: Provide evidence of progress toward completion of collaboration project or completed collaboration project	_____
<input type="checkbox"/> Task E	Assess and Manage Professional Growth: Demonstrate progress in implementation of professional growth expectations	_____
<input type="checkbox"/> Task F	Leadership: Provide evidence of progress on leadership project or completed leadership project	_____
Include any artifacts needed to support your tasks as listed on page 7 of your TPA Handbook.		

Cycle 3 (The recorded lesson will be in a plastic sleeve of this section)		Page(s)
Component I		
<input type="checkbox"/> Task A-1	Teaching and Learning Context: Utilize same A-1 as completed in Cycle 1 unless an update has been made	_____
<input type="checkbox"/> Task A-2	Lesson Plan: Completed A-2 for each observed lesson: three (3) A-2 documents if face-to-face observation is used during the instructional unit, or one (1) A-2 if a lesson is recorded	_____
<input type="checkbox"/> Task B	Classroom Observation: Copies of IPRs from observations by each committee member are provided to the intern by the end of the Cycle 3 meeting	_____
<input type="checkbox"/> Task C	Lesson Analysis and Reflection: Completed Task C for each observed lesson: three (3) C documents if face-to-face observation is used during the instructional unit, or one (1) C document if a lesson is recorded	_____

Component II

- ___ **Task D Collaborate to Address Special Learning Needs:**
Completed collaboration project _____
- ___ **Task E Assess and Manage Professional Growth:**
Completed professional growth plan _____
- ___ **Task F Leadership:** Completed leadership project _____

Component III

- ___ **Task G Designing the Instructional Unit** Completed task document: Designing the Instructional Unit _____
- ___ **Task H The Assessment Plan** Completed task documents: The Assessment Plan AND the accompanying chart, graph, or tables developed with the assessment _____
- ___ **Task I Designing Instructional Strategies and Activities** Completed task documents: Designing Instructional Strategies and Activities _____
- ___ **Task J-1 Organizing and Analyzing the Results and Reflecting on the Impact of Instruction** Completed task documents: Organizing and Analyzing the Results AND Reflecting on the Impact of Instruction _____
- ___ **Task J-2 Communication and Follow-Up** Completed task document: _____

Include any artifacts needed to support your tasks as listed on page 8 of your TPA Handbook.

Orientation Committee Meeting Checklist

Held prior to any formal classroom observations

- _____ Review all KTIP IECE materials and expectations
- _____ Intern Information Sheet (This will be the same all year)
- _____ Task E Kentucky IECE Teacher Standards Self-Assessment

Cycle 1 Committee Meeting Exhibit Checklist

1-60 instructional days following the orientation meeting

- _____ Intern Information Sheet (This will be the same all year)

Component I: Classroom Teaching

- _____ **Task A-1** Teaching and Learning Context
- _____ **Task A-2** Cycle 1 Lesson Plans from each observed lesson
- _____ **Task B** Intern Performance Records from each committee member
- _____ **Task C** Lesson plan analysis from each observed lesson
- _____ Technology documentation (if needed)

Component II: Professional Responsibilities

- _____ **Task D** Collaboration rationale and identification of one child with learning needs
- _____ **Task E** Identified Priority Areas for Growth
- _____ **Task F** Identified Leadership Project and rationale for selection

The intern must receive copies of each committee member's completed IPR by the end of each of the three cycles.

Cycle 2 Committee Meeting Exhibit Checklist

61-110 instructional days following the orientation meeting

- _____ Intern Information Sheet (This will be the same all year)

Component I: Classroom Teaching

- _____ **Task A-1** Teaching and Learning Context (updated, if necessary)
- _____ **Task A-2** Cycle 2 Lesson Plans from each observed lesson
- _____ **Task B** Intern Performance Records from each committee member
- _____ **Task C** Lesson plan analysis from each observed lesson
- _____ Technology documentation (if needed)

Component II: Professional Responsibilities

- _____ **Task D** Collaborate to address child/family outcomes
- _____ **Task E** Assess and Manage Professional Growth/PG Work Plan
- _____ **Task F** Leadership Work Plan/Progress Report

The intern must receive copies of each committee member's completed IPR by the end of each of the three cycles.

Cycle 3 Committee Meeting Exhibit Checklist

111-140 instructional days following the orientation meeting

_____ Intern Information Sheet (This will be the same all year)

Component I: Classroom Teaching

- _____ **Task A-1** Teaching and Learning Context (updated, if necessary)
- _____ **Task A-2** Cycle 3 Lesson Plan(s) from each observed lesson
- _____ **Task B** Intern Performance Records from each committee member
- _____ **Task C** Lesson plan analysis from each observed lesson
- _____ Technology documentation (if needed)

Component II: Professional Responsibilities

- _____ **Task D** Collaborate to address child/family outcomes
- _____ **Task E** Assess and Manage Professional Growth/PG Work Plan
- _____ **Task F** Leadership Work Plan/Progress Report

Component III: Instructional Unit

- _____ **Tasks G** Designing the Instructional Unit
- _____ **Tasks H** The Assessment Plan
- _____ **Tasks I** Designing Instructional Strategies and Activities
- _____ **Tasks J-1** Reflecting on the Impact of Instruction
- _____ **Tasks J-2** Communication and Follow-Up

The intern must receive copies of each committee member's completed IPR by the end of each of the three cycles.

Intern Information Sheet

Complete this page and include it as the first page of your teacher performance assessment.

Name: _____ Social Security Number (last 4 digits): XXX-XX-_____

Current Teaching Assignment: _____

School District: _____

School Name: _____

School Address: _____

School Telephone: _____ Cell: _____ Home: _____

Home Address: _____

School E-mail Address: _____

I verify that this Teacher Performance Assessment contains my authentic work, the original work of my children, and authentic feedback from colleagues, families, and administrators. I also verify that I have thoroughly read the IECE TPA Handbook

Signature

Date

IECE COMPONENT 1: CLASSROOM TEACHING

Tasks A, B, and C Overview

Tasks A, B, and C provide opportunities for the intern to demonstrate analytic interpretation of child performance data, skills essential to the design of instruction, and critical evaluation of the impact of instruction on children's learning.

Task A-1: Teaching and Learning Context/Task A-2: Lesson Design

- a) Task A-1 requires description of factors that will guide development of lesson design, including identification of diverse learners within the classroom. Interns are asked to develop profiles of three children who will require differentiated instruction to meet their diverse needs. Interns identify only three children from their daily schedules.

Teachers should use anecdotal records, formative/summative assessments, observations, and other means to gather data to create the profile for the three children identified above.

- b) Task A-2 focuses on development of measurable learner targets or objectives, strategies to be utilized for lesson implementation, and identification of forms of child's assessment. The learner targets/lesson objectives will connect to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, Kentucky Early Childhood Standards, and/or Kentucky Core Academic Standards.

- Task A-1 **may be completed once only**, depending on the daily school schedule and/or the grade level being observed, but should be reviewed for possible alterations prior to each formal observation by committee members.
- Task A-2 must be completed for each observed class in Cycle 1 and 2 and for the observed lesson(s) presented during Cycle 3.

- c) When completing Task A-2 for your observed lesson, use the following to help guide you:

- **Lesson Objectives/Learning Targets:** Are they developmentally appropriate, child-centered, observable and measurable?
- **Assessments:** Include assessments such as anecdotal notes, permanent products, rubrics, and/or teacher-made checklists that will be used to determine child's progress and to modify/inform instruction. Additionally, indicate how prior knowledge will be accessed (through pre-assessment) in order to determine the learning outcomes of the lesson.
- **Instructional Strategies/Activities:** Describe the engaging, differentiated strategies and activities, and describe how child's needs are met.

Use the Assessment Design Guidelines below when developing your assessments for the Task A-2 lesson plan.

Assessment Design Guidelines for Task A-2	Yes	No
• Are the assessment methods clearly aligned with the objectives of the lesson?		
• Are the assessment methods clearly aligned with the KY Early Childhood Standards or Core Academic Standards for Kindergarten?		
• Are the assessment methods individualized to reflect differentiated instruction and individualized child outcomes?		
• Are there multiple methods for assessment data collection to ensure the progress of all children can be reflected?		
• Are the methods designed to collect data appropriate for the outcome? i.e., if using a teacher made checklist, rubric, anecdotal notes, etc., is appropriate and useful data being collected to match the outcomes?		
• If appropriate, are other staff and /or family members involved in assessment data collection?		

Task B: Demonstration of Teaching Skills During Classroom Observation

Task B consists of the evidence collected by committee observers on the Intern Performance Record (IPR), the official form used to mark indicators of knowledge of Kentucky IECE Teaching Standards. The intern must be given copies of the completed IPR after each post-observation conference. These are to be kept in the intern notebook that serves as a repository for all tasks.

Tasks C: Lesson Analysis and Reflection

Task C encourages critical analysis of the effectiveness of lesson presentation on child's learning, promotes intern self-awareness, and serves as an impetus for professional extension. The intern should focus the remarks on his/her own performance and on child's learning. The task also asks for descriptors of efforts to communicate continuous progress to children and families.

During each committee meeting, the committee chair (principal) shall ensure that IPR copies are given to the intern.

Materials needed for your observation cycles

For Cycles 1 & 2 - At least two days prior to your scheduled observation, email the following items to the observer:

1. Tasks A-1 & A-2
2. Task D (Collaboration), including information about family/guardian contact
3. Task E (Professional Growth)
4. Task F (Leadership)
5. Also, have your, IEP monitoring log, and available for the committee members when they arrive to observe you. Make sure that you have provided a desk that allows the observer to see all children without the children being able to read what the observer is recording.

For Cycle 3 your observer will need up to five (5) days to review your materials, so be sure to arrange an agreed-upon timeline in advance. If your committee chooses to video tape Cycle 3 provide a copy of your video recorded lesson and email the following materials:

1. Tasks A-1 & A-2
2. Task D (Collaboration)
3. Task E (Professional Growth)
4. Task F (Leadership)
5. Tasks G through J-2

IECE Component I: Classroom Teaching

Task A-1: Teaching and Learning Context

Complete once prior to the Cycle 1 observations to describe your teaching and learning context. **If the teaching environment changes significantly (e.g., new school, change in classroom placement configuration, change in grade or courses taught) you will need to complete this form again.**

Intern Name: _____ Date: _____

Content Areas:	Grade Level(s):	Daily average number of children taught
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School Instructional Goals

Analyze major school instructional goals, and briefly describe your anticipated contribution. Work with your resource teacher, colleagues, principal, or other school personnel to help identify these goals.

(Multiple sources of data should include faculty meeting notes, Comprehensive School Improvement Plan, School-Based Decision Making Council minutes, continuous assessment data, Program Reviews, content literacy plans, and other sources of data.)

Resources/Assistance

Develop (conduct) an inventory of the available resources and assistance. (Possible examples: technology, family involvement, supplies, and human resources available to you.)

Describe how you will utilize the resources to implement the school and instructional goals.

Critical Child Characteristics or Attributes

- Using appropriate child achievement and demographic data, identify and describe the characteristics of your children that will require differentiated instruction to meet their diverse needs. (In developing your response, you may need to examine characteristics such as differences in culture, language, and learning styles as well as differences in developmental levels and achievement levels.)
- Based on the diversities you've described in *a* above, develop a profile for three specific children in the class(es) that you teach during a school day.

One child struggling to meet lesson objectives or targets:

One child meeting lesson objectives or targets:

One child exceeding lesson objectives or targets:

IECE Component I: Classroom Teaching

Task A-2: Lesson Plan

Your committee members will review and evaluate your performance on this task using Standard 1: The teacher demonstrates applied content knowledge and Standard 2: The teacher designs and plans instruction.

Intern Name: _____ **Date:** _____ **Cycle:** _____

of Children: _____ **Age/Grade Level:** _____ **Content Area:** _____

Unit Title: _____ **Lesson Title:** _____

Lesson Alignment to Unit

Respond to all of the following items:

- a) Identify essential questions and/or unit learning outcomes addressed by this lesson.
- b) Connect the objectives to the state curriculum documents (i.e. Kentucky Early Childhood Standards, Program of Studies, Kentucky Core Content, , and/or Kentucky Core Academic Standards).
- c) Describe how you will pre-assess or assess children’s prior knowledge or the focus of the prior teaching and learning.
- d) Describe summative assessment(s) for this particular unit and how lessons in this unit contribute to the summative assessment.
- e) Describe how the instructional planning for this lesson addresses the characteristics of your children identified in Task A-1 who will require differentiated instruction to meet their diverse needs.

Lesson Objectives/ Learning Targets	Assessment	Instructional Strategies/Activities
Objective/target:	Assessment description: Differentiated Assessment Plan:	Strategy/Activity: Differentiated Strategies/Activities: Media/Technologies/Resources:

Procedures: Describe the sequence of strategies and activities you will use to engage children and accomplish your objectives. Within this sequence, describe how the differentiated strategies will meet individual child needs and diverse learners in your plan. (Use this section to outline the who, what, when, and where of the instructional strategies and activities.)

IECE Component 1: Classroom Teaching

Task B: Demonstrate Teaching Skills During Classroom Observation

Task overview: Implement lessons you have planned, making a purposeful effort to demonstrate the indicators for Standards 1, 2, 3, 4, and 9.

Your committee members will evaluate your performance during their observations using:

- **Standard 1 – Designs and Plans Instruction**
- **Standard 2 – Creates & Maintains Learning Climate**
- **Standard 3 – Implements Instruction**
- **Standard 4 – Assesses and Communicates Learning Results**
- **Standard 9 – Demonstrates Implementation of Technology**

Copies of the completed Intern Performance Record (IPR) shall be placed by cycle in the intern's TPA notebook after each post-observation cycle. The committee chair (principal) shall ensure that IPR copies are given to the intern.

IECE Component 1: Classroom Teaching

Task C: Lesson Analysis and Reflection

Task overview: For each observed lesson, organize and analyze the child performance data so that you can reflect on and evaluate child learning and the effectiveness of your instruction. Your data analyses and reflection will be the basis for identifying ways to improve instruction and child learning. Interns are also asked to describe efforts to communicate progress with children and families.

You will need child data to identify those who are below criteria, meet criteria, or exceed criteria. Exceeding does not mean they received 100% on an activity. This category allows you to identify those who are gifted or high achieving in that area and differentiate strategies for those in need of more challenging activities or new content.

Your committee members will review and evaluate your performance on this task using:

- **Standard 4 – Assesses and Communicates Learning Results**
- **Standard 5 – Reflects on and Evaluates Professional Practices**

IECE Component I: Classroom Teaching

Task C: Lesson Analysis and Reflection

Intern Name: _____ **Date:** _____ **Cycle:** _____

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **no later than two days after each observed lesson.**

Your committee members will review and evaluate your performance on this task using:

- **Standard 4 – Assesses & Communicates Learning Results**
- **Standard 5 – Reflects on & Evaluates Teaching & Learning**

1.
Explain how the planning, implementation, and assessment of the activity led to child and/or family progress toward the planned learning outcomes. Discuss this child and/or family progress and provide appropriate assessment documentation.

- 2.**
- a) What does this analysis tell you about teaching and learning in the setting?
 - b) What does this analysis tell you about the success of the strategies you used?
 - c) How did the assessment methods selected provide information to assess teaching and learning?
 - d) What patterns and trends can inform next steps?
 - e) What resources and/or personnel might assist you?
 - f) How will you involve families to address child outcomes?

3. Describe how you have reported or plan to communicate learning results to children and families.

IECE Component II: Professional Responsibilities

Task D: Collaborate to Address Special Learning Needs

Task Overview:

Collaborate with families or primary caregivers and one or more other professionals to design and implement a six to eight week learning plan for a child whose learning could be enhanced by collaboration. Using the Task D template, identify the child, develop your collaboration work plan, report on the collaborative process, and then describe the impact of the process on child learning.

Your committee members will review and evaluate your performance on this task using Standard 6 -- Collaborates with Colleagues/Families/Others and Standard 8 Supports Families

Guidelines for Completing Task D

The guidelines below should be used when you develop your collaboration plans.

- 1) Using the contextual factors information you described in Task A1 and input from your resource teacher, identify a child and family whose outcomes would be enhanced by collaborative efforts. You may choose a child whose profile you created in A1 or another child. This child and family could have needs because of learning challenges (e.g., a child with IEP, 504 plan, or an LEP child), a child whose needs are a result of his/her strengths (e.g. a child with a GSSP), a child whose engagement is limited, a child whose family will benefit from increased resources and/or parent education supports, etc..
- 2) At the orientation meeting, discuss the possible timeline for completion of this task.
- 3) Once the timeline for your collaboration task has been determined and you have identified the child and family, you should develop your collaboration work plan. Your resource teacher can provide valuable assistance in identifying the expertise of school staff and community resources relative to the needs of your identified child and family.
 - a) Have your work plan reviewed and approved by the members of your committee
 - b) .Implement your collaboration work plan and report your progress at the Cycle1 and Cycle 2 Committee Meetings.
 - c) Your completed Task D will be submitted to your committee at the Cycle 3 Committee Meeting
- 4) Once you have discussed child selection with the committee, contact the family to gain agreement and approval for the project. The family must be involved in designing and implementing the plan. As well, they may assist in the data being collected to support home/school collaboration with the outcomes.

Family involvement in your collaboration work plan will increase the impact of your efforts on child learning. If the families or caregivers cannot or will not participate, an explanation for the non-participation should be provided along with a brief description of your efforts to get them involved. Even if the families or caregivers are not actively involved, you should provide them with appropriate progress reports and final report of the impact of the collaborative effort on the child's learning. One resource you may want to review is the *Missing Piece of the Proficiency Puzzle* which may be found at the following site:

<http://www.education.ky.gov/NR/rdonlyres/45597738-F31B-4333-9BB9-34255F02BC6D/0/PACtheMissingPiecev2.pdf>

Note: If your identified child moves before you have implemented the collaboration plan, you must identify another child. If you have implemented the child's collaboration plan and have collected some performance data before he/she moves or drops out, you should analyze the available data and evaluate the plan's impact on child learning.

- 5) If the analysis of the assessment data reveals that the collaboration plan had little or no impact on child learning you have the opportunity to reflect on the plan and identify possible alternative approaches that could be used in the future.

IECE Component II: Professional Responsibilities

Task D: Collaborate to Address Special Learning Needs

Intern Name: _____ Date: _____ Cycle: _____

Collaboration Work Plan

This work plan must be approved by your committee before implementation.

Orientation Meeting

Identify a child whose learning would be enhanced by collaborative efforts and provide a rationale for why this child was selected. (Use only the child's first name.)

Describe your plan for contacting and developing the plan with the family/caregivers.

Lesson Objective(s)/Learning Targets – What do you plan to accomplish in terms of the child's learning?

Assessment Plan – How will you measure the impact of the collaborative effort on the child's learning?

Activities	Timeline	Persons Involved and Their Roles	Resources Needed

Cycle 1 Committee Meeting

Describe the progress made in your collaborative efforts, providing appropriate documentation.

Cycle 2 Committee Meeting

Describe the progress made in your collaborative efforts, providing appropriate documentation.

Cycle 3 Committee Meeting

Using the assessment data collected, describe the impact of the collaboration plan on this child's learning and describe possible next steps.

IECE Component II: Professional Responsibilities

Task E: Assess and Manage Professional Growth

Task Overview: Design and implement a professional growth plan that results in measurable improvement of your performance in meeting the Kentucky Teacher Standards and Kentucky Early Childhood Standards.

Your committee members will review and evaluate your performance on this task using Standard 5, Reflects on and Evaluates Professional Practices.

Guidelines for Completing Task E

Overview of the Task

A professional growth plan (PGP) is the plan which teachers design and implement to become more proficient in meeting the Kentucky IECE Teacher Standards and Indicators. PGP design involves determining one's strengths and areas for growth related to the Kentucky IECE Teacher Standards and then developing work plans that describe the activities and actions that will be implemented to address targeted areas for growth.

The Task E template should be used to guide you through the following steps in developing and implementing your PGP:

1. Initiate the development of your PGP by assessing your level of performance on each of the indicators of the ten Kentucky IECE Teacher Standards. You should discuss the results of your self-assessment with your resource teacher.
2. Using the analysis of your self-assessment data, data on your children's performance, and feedback from your committee, identify your strengths and areas for growth relative to the Kentucky IECE Teacher Standards. From the areas for growth you have identified, identify two or three priority areas – areas for growth that if addressed would most improve your ability to facilitate child learning and meet the Kentucky IECE Teacher Standards. For example, "uses positive guidance techniques to foster children's self-regulation" (KY IECE TS 2) or "selects, creates, adapts, and uses multiple modes and methods of assessments" (KY IECE TS 4).
3. **The PGP is the primary source of documentation that shows you have been afforded due process during the internship.** For this reason, your committee members must ensure that your PGP addresses any priority growth areas that, in their judgment, are serious enough to jeopardize the successful completion of your internship. A major focus of the Cycle 1 committee meeting will be to reconcile the strengths and areas for growth identified by your committee with those you have identified.
4. You should develop your PGP work plans to reflect the agreed-upon strengths, priority areas and professional growth activities. Your PGP must be reviewed and approved by your committee.
5. Your committee will review your PGP at both the Cycle 2 and Cycle 3 committee meeting to ensure that you have documented the actions taken to demonstrate progress in addressing the identified priority areas for growth. (The PGP will be reviewed during Cycle 4 if the committee chooses a fourth round of observations).

Some Things to Remember in Designing Your PGP

1. Identified strengths and areas for growth should be stated in terms specific to your abilities and needs rather than simply restating a standard or an indicator.
2. Work plan objectives need to describe what you wish to accomplish in terms that can be assessed. For example, "develop a management system for starting and ending class".

3. Avoid the following problems with your objectives:
 - **Objectives for growth are too broad or global**
Objectives stated in broad terms are difficult to measure. For instance, if someone sets as a goal “improving instruction,” it would be difficult to measure achievement of this objective since it is not well defined. The area is too broad and a more focused outcome needs to be stated.
 - **Objectives that are routine expectations**
Objectives should be significant, represent a needed change in behavior, and constitute a challenge for the intern. If the objective is part of the “routine” job performance and does not require any additional effort, the likelihood of change or improvement is diminished. For example, “Turn in lesson plans” will not be an appropriate objective because submission of lesson plans is a routine job expectation.
 - **Objectives that are too ambitious or unrealistic**
Objectives should first address problems related to meeting the Kentucky IECE Teacher Standards. The principal and resource teacher should help you remain realistic and reasonable in setting objectives. Many interns are overly conscientious and may want to set objectives that are far too ambitious to accomplish. For instance, an intern may identify the objective of “using technology in every lesson” regardless of whether it will be appropriate in all situations. Objectives should be designed to challenge, not frustrate.
4. Select activities that will allow you to develop and use skills and knowledge to achieve your objectives. Your committee members and colleagues in your school are excellent sources for good teaching materials and guidance. Some effective activities are:
 - Observing a colleague teaching who handles classroom management effectively. Such observations should be focused on helping you get specific ideas, rather than just watching.
 - Developing a lesson with your resource teacher in which you will try to use a new strategy or skill. Have the resource teacher observe your teaching and follow up with a discussion and feedback on your efforts.
 - Other types of activities may include:
 - ✓ Structured staff development programs through the schools
 - ✓ Readings on determined topics or areas of growth
 - ✓ Informal observations by your resource teacher
 - ✓ Professional discussions with colleagues or PLCS,
 - ✓ Reviewing case studies,
 - ✓ Audiotape or videotape instruction,
 - ✓ Web-based PD (see resources section of this manual)
 - ✓ Participation in professional organizations,
 - ✓ Content-based conferences
 - National / International such as NAEYC, DEC, CEC
 - State such as KAECE, Infant / Toddler, RTC Conferences and Workshops, KY Exceptional Children Conference
 - Consult the Kentucky Department of Education website: <http://www.kde.state.ky.us/KDE> for Early Childhood professional development.
 - ✓ Take a class at a community college or university
 - ✓ On-site consultation from RTC staff or other relevant community resources
 - ✓ Observe in other early childhood environments
5. Provide evidence in your progress reports that your PGP activities are having a positive impact on child learning by including documentation such as observations, inclusion of new strategies in your lesson plan(s), and data on child performance derived from pre-and post-assessments. If it is too early for your growth activities to yield evidence of child learning/achievement, provide evidence of how the activities have had an impact on your instruction.

IECE Component II: Professional Responsibilities

Task E: Assess and Manage Professional Growth

Intern Name: _____ Date: _____ Cycle: _____

Prior to Cycle 1 Committee Meeting

1. Identifying strengths and Areas for Growth

Using the analysis of your self-assessment, child performance data, and feedback from your resource teacher, work with your resource teacher to identify your strengths and areas for professional growth related to the Kentucky IECE Teacher Standards.

- Strengths
- Areas for Growth

2. Identifying Priority Areas for Growth

From the identified areas for growth, identify two or three priority areas – areas for growth that if addressed would most improve your ability to facilitate child learning and meet the Kentucky IECE Teacher Standards

- Priority Area 1
- Priority Area 2
- Priority Area 3

Considering the context of your school, data about your children, and the analysis of your self-assessment data, what types of professional development do you think you need?

IECE Component II: Professional Responsibilities

Task E: Professional Growth Plan

Intern Name: _____ Date: _____ Cycle: _____

Professional Growth Work Plan

(Each work plan must be approved by your committee before implementation.)

Priority Area for Growth: _____ Standard # _____

Professional Growth Objective:

Activities	Timeline	Assistance/Resources Needed

How will progress in addressing this area for growth be assessed?

Cycle 2

Progress Update

Provide evidence in your progress update that your PGP activities are having a positive impact on child learning. If it is too early for your growth activities to yield evidence or child learning/achievement, provide evidence of how the activities have had an impact on your instruction.

Cycle 3

Final Self-Assessment

- Discuss the progress made in addressing each Priority Area for Growth identified in your work plans. Did you achieve your professional growth objectives?
- Using the Kentucky IECE Teacher Standards conduct a Cycle 3 assessment of your performance level on each standard. Compare this final assessment with your orientation self-assessment and identify specific areas of growth.
- Discuss how the professional development activities completed during the year have improved your instructional effectiveness and child learning.

Kentucky IECE Teacher Standards Self-Assessment

To initiate the development of your Professional Growth Plan, please assess your level of performance on each of the indicators by writing a number between one (1) and four (4) in the blanks to the left of each indicator. **The scale to be used is: (1) limited, (2) some, (3) adequate, and (4) extensive.** You may wish to examine the rubric for each indicator on the Intern Performance Record (IPR) to see the range of performance.

You will repeat this self-assessment process in Cycle 3 as part of your final assessment of professional growth and identification of future areas for professional growth.

STANDARD 1: The IECE Educator Designs & Plans Instruction

The 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.

Performance Criteria: The extent to which I:

Orientation <u>Self-Assessment</u>	Cycle 3 <u>Self-Assessment</u>	
_____	_____	1a. Design for all children developmentally appropriate, comprehensive curriculum, instruction, and learning outcomes aligned with program, school, district, state, and/or federal goals.
_____	_____	1b. Include assessments that target learning outcomes.
_____	_____	1c. Individualize curriculum, instruction plans, and assessment strategies for ALL children.
_____	_____	1d. Plan developmentally appropriate and activity-based instruction.
_____	_____	1e. Plan for the effective involvement of team members, including assistants, staff, and volunteers, across learning environments.
_____	_____	1f. Include knowledge and strategies of multiple disciplines.
_____	_____	1g. Plan experiences and instruction based on family strengths, resources, priorities, and concerns.

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.

Performance Criteria: The extent to which I:

Orientation <u>Self-Assessment</u>	Cycle 3 <u>Self-Assessment</u>	
_____	_____	2a. Maintain an emotionally and physically healthy and safe environment.
_____	_____	2b. Create and maintain consistent routines and schedules that engage children and maximize learning.
_____	_____	2c. Facilitate smooth transitions for children between activities.
_____	_____	2d. Create and maintain individually appropriate, activity-based learning environments.
_____	_____	2e. Adapt environments to support children with special needs and disabilities.
_____	_____	2f. Create and maintain culturally responsive environments to support all children and families.
_____	_____	2g. Create, evaluate, and select technology, materials, and media to enhance

- | | | |
|-------|-------|--|
| _____ | _____ | the learning environment. |
| _____ | _____ | 2h. Use appropriate positive guidance techniques to foster children’s self-regulation. |
| _____ | _____ | 2i. Design antecedent and consequent conditions to foster child self-regulation and learning. |
| _____ | _____ | 2j. Facilitate mutual respect among peers through cooperative and independent learning activities. |

STANDARD 3: The IECE Educator Implements/Manages Instruction

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

Performance Criteria: The extent to which I:

- | Orientation
<u>Self-Assessment</u> | Cycle 3
<u>Self-Assessment</u> | |
|---------------------------------------|-----------------------------------|--|
| _____ | _____ | 3a. Implement developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, state, and/or federal goals. |
| _____ | _____ | 3b. Implement instructional strategies that meet the individual needs of each child. |
| _____ | _____ | 3c. Engage children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities. |
| _____ | _____ | 3d. Provide guidance, cues, and feedback to children to foster self-management and learning. |
| _____ | _____ | 3e. Implement culturally responsive learning experiences to support children and their families. |
| _____ | _____ | 3f. Implement and support family-centered activities that reflect each family’s resources, priorities, and concerns. |
| _____ | _____ | 3g. Involve team members in instructional activities. |

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.

Performance Criteria: The extent to which I:

- | Orientation
<u>Self-Assessment</u> | Cycle 3
<u>Self-Assessment</u> | |
|---------------------------------------|-----------------------------------|---|
| _____ | _____ | 4a. Use a systematic process to assess and record children’s ongoing developmental progress. |
| _____ | _____ | 4b. Base assessment strategies on developmentally appropriate learning outcomes and aligns strategies with the program curriculum and appropriate standards. |
| _____ | _____ | 4c. 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 learning needs. |
| _____ | _____ | 4d. Plan and implement assessment strategies that invite active involvement of appropriate partners, including team members and children’s families. |
| _____ | _____ | 4e. Accurately interpret the data and validity of assessment results and communicate results to appropriate partners, including families, in terms they easily understand. |

- | | | |
|-------|-------|---|
| _____ | _____ | 4f. Use assessment results to design appropriate learning outcomes and to plan for future services and instruction. |
|-------|-------|---|

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.

Performance Criteria: The extent to which I:

Orientation	Cycle 3
<u>Self-Assessment</u>	<u>Self-Assessment</u>

- | | | |
|-------|-------|---|
| _____ | _____ | 5a. Use data to reflect on and evaluate children’s learning. |
| _____ | _____ | 5b. Use data to reflect on and evaluate instructional practice. |
| _____ | _____ | 5c. Use data to identify areas for professional growth. |
| _____ | _____ | 5d. Analyze the involvement and effectiveness of team members in instruction. |

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.

Performance Criteria: The extent to which I:

Orientation	Cycle 3
<u>Self-Assessment</u>	<u>Self-Assessment</u>

- | | | |
|-------|-------|---|
| _____ | _____ | 6a. Participate as an effective team member and demonstrate appropriate interpersonal skills to support collaboration in early childhood settings. |
| _____ | _____ | 6b. Demonstrate effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others. |
| _____ | _____ | 6c. Collaborate with families to promote child development and transition through information sharing, joint decision making, and program planning. |
| _____ | _____ | 6d. Collaborate with team members to promote child development and transition through sharing information, joint decision making, and program planning. |
| _____ | _____ | 6e. Collaborate with community members and agencies to provide resources to promote child development and learning. |
| _____ | _____ | 6f. Articulate individual outcomes and unique needs for each child to staff and volunteers. |
| _____ | _____ | 6g. Provide ongoing, constructive feedback to team members on professional practices. |
| _____ | _____ | 6h. Use adult learning principles in collaboration with team members. |

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.

Performance Criteria: The extent to which I:

<u>Orientation</u> <u>Self-Assessment</u>	<u>Cycle 3</u> <u>Self-Assessment</u>	
_____	_____	7a. Assess my professional performance level relative to the KY IECE Teacher Standards.
_____	_____	7b. Identify priorities of my professional development needs.
_____	_____	7c. Design a plan to address professional growth needs for all priority areas.
_____	_____	7d. Engage in ongoing professional activities.
_____	_____	7e. Show evidence of professional growth resulting from the implementation of the plan.
_____	_____	7f. Apply professional ethics, practice, and legal mandates in early childhood settings.

STANDARD 8: The IECE Educator Supports Families

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

Performance Criteria: The extent to which I:

<u>Orientation</u> <u>Self-Assessment</u>	<u>Cycle 3</u> <u>Self-Assessment</u>	
_____	_____	8a. Assist families in articulating resources, priorities, and concerns.
_____	_____	8b. Individualize interactions and activities that demonstrate sensitivity to characteristics of each child’s family and community.
_____	_____	8c. Facilitate communication of legal, procedural, and program-related information to families using appropriate methods of communication.
_____	_____	8d. Apply adult learning principles in family education activities.
_____	_____	8e. Respect and provide on-going support for the family’s preferred level of involvement in educational activities.

STANDARD 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.

Performance Criteria: The extent to which I:

<u>Orientation</u> <u>Self-Assessment</u>	<u>Cycle 3</u> <u>Self-Assessment</u>	
_____	_____	9a. Use multiple technology applications to support child learning.
_____	_____	9b. Select appropriate technology to enhance instruction.
_____	_____	9c. Engage children in their use of technology to meet their learning needs and interests.
_____	_____	9d. Use technology to meet special needs of children.
_____	_____	9e. Demonstrate ethical and legal use of technology disciplines.

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.

Performance Criteria: The extent to which I:

Orientation <u>Self-Assessment</u>	Cycle 3 <u>Self-Assessment</u>	
_____	_____	10a. Identify leadership opportunities that enhance child learning and/or the professional environment of the school/community.
_____	_____	10b. Develop a plan for engaging in leadership roles and activities.
_____	_____	10c. Implement a plan for engaging in leadership activities.
_____	_____	10d. Analyze data to evaluate the results of planned and executed leadership efforts.

Analysis of Self-Assessment Data

1. Review your self-assessment for each Kentucky IECE Teacher Standard, especially noting all the indicators you rated as (1) limited or (2) some.
2. Carefully read each of the ten tasks presented in the IECE TPA Workbook to get a clear understanding of the performance expectation for each task and the standard(s) addressed by each task.
3. Use the insights gained from reviewing your self-assessment data and carefully reading the IECE TPA tasks to begin to:
 - Identify your strengths in terms of tasks and related standards.
 - Identify areas for growth (tasks and related standards for which you might need support or assistance to be successful) and types of professional development you will need.

IECE Component II: Professional Responsibilities

Task F: Leadership

Task Overview: In conjunction with your committee, identify a project you can initiate and implement (or take a leadership role in an existing project) during your internship that will demonstrate your ability to provide professional leadership as a teacher.

Your committee members will review and evaluate your performance on this task using Standard 10 – Provides Leadership within School/Community/Profession.

Guidelines for Completing Task F

Teacher leaders are accomplished teachers who inspire children to learn and achieve and who serve as change agents for excellence in education within the classroom and school community.

With your committee and using TPA guidelines, brainstorm possible projects, and then identify a project you can initiate and implement during your internship that will demonstrate your ability to provide leadership as a teacher and professional. Your project should address an area of need in your school or district or extend a current project of development. The specific project you choose should give you the best opportunity possible to demonstrate that you can contribute meaningfully in a group effort resulting in a contribution to child learning and/or the professional environment of the school.

The project may be one where you:

- Work with your colleagues on a program to improve learning opportunities for children in your school. Be specific about your role in leading the project.
- Involve caregivers, members of the school community, or agencies in efforts to improve learning conditions, apply a concept, or remove barriers to learning.
- Develop and implement and/or facilitate strategies for families or caregivers to become active participants in child learning.
- Organize, implement, and facilitate strategies for community involvement.
- Be actively involved on task force(s) or committee(s) at a school, district, or community level and complete a leadership project as a result of that involvement.
- Develop and conduct professional development sessions for other teachers or teaching assistants on identified topics to improve child and family outcomes.
- Plan and implement family reading nights, health fairs, or career days with meaningful evaluations.
- Develop a professional learning community within your school/team to improve child and family outcomes.
- Develop preschool / kindergarten program webpages.
- Develop curriculum enhancements that will improve child outcomes through activities such as increased family involvement in curriculum planning, data collection methods for child progress monitoring, etc.

The leadership project is not:

- An opportunity to assign the intern a task that is too cumbersome for one teacher, someone's pet project, or one that no other teacher will tackle.
- Coaching. Sports are important, but KTIP is an assessment of a teacher's classroom/school performance focused on students' academic achievement.
- A seat as a department chair or SBDM member or committee chair.
- An exact repeat of what has already been implemented within the classroom, school, or district.

IECE Component II: Professional Responsibilities

Task F: Demonstrate Professional Leadership

Intern Name:

Date:

Cycle:

Orientation meeting

Discuss leadership ideas for possible leadership project. With the guidance of your committee, select a project.

Identification of Project

After the orientation meeting, provide a brief description of the project and rationale for selecting this project.

Leadership Project Work Plan

(This work plan must be approved by your committee before implementation.)

Objective(s)/Learning Targets

Identify your measureable objectives for this project. (What do you plan to accomplish with this project?)

Assessment

How will you determine the impact of your project on child learning and/or school environment?

Activities	Timeline	Persons Involved and Their Roles	Resources Needed

How and with whom will the results of your project be shared?

Cycle 1 Progress Reports

Briefly document the progress made on your project.

Cycle 2 Progress Reports

Briefly document the progress made on your project.

Cycle 3 Report

Reflect on what your project accomplished regarding child learning and/or professional environment of the school. What did you learn from your leadership experience – what worked, what did not work, and why?

IECE Component III: Instructional Unit Overview

Tasks G - J

The Instructional Unit, a two- to four- week unit of instruction for one class, includes the following:

1. Plans for instruction and assessment that are aligned with the desired learning outcomes
2. The teaching of the content
3. The organization, analysis of, and reflection on evidence of child progress toward attainment of the desired learning outcomes.

The Instructional Unit consists of the following tasks:

Task	Description of Task
G. Designing the Instructional Unit	After selecting the content (topic, knowledge, skills) for the instructional unit, write a description of the unit (the plan). The Task G template provides the guidelines that must be addressed as you design the instructional unit. Your unit must connect to the Kentucky Core Content, Program of Studies, Kentucky Early Childhood Standards. and/or Kentucky Core Academic Standards. Utilize the KDE Website, your district curriculum maps, PLC groups, 21 st Century Skills documents, the school improvement plan, and/or an analysis of child data as you design your unit objectives.
H. The Assessment Plan	The second task of the instructional unit provides information about the assessment plan; the pre- and summative assessments; and the alignment of objectives, assessments, and instructional strategies/activities. Formal assessments will be identified and described in Tasks I and J-2.
I. Designing Instructional Strategies and Activities	Design a set of formative assessments, learning strategies, and activities that you believe will best enable all children in your class to achieve the learning outcomes.
J-1. Reflecting on the Impact of Instruction	This task will be used to describe the impact on child achievement through an analysis of and a reflection upon child performance. Included in the reflection will be a description of the refinement of future lesson(s) in order to improve child achievement. There are three (3) templates to complete for this task.
J-2. Communication and Follow-Up	This task will be used to describe how you used formative assessment data to guide your instruction and the feedback about the instructional unit to children, family/caregivers, and colleagues.

- You **must** submit draft copies of Task G and Task H templates for committee review and feedback **before** completing Task I.
- You **must** submit draft copies of Task I templates for committee review and feedback **before** you implement your unit.

Your performance on designing, teaching, and evaluating your unit of instruction, Tasks G – J, will be evaluated by the rubrics on:

- Standard 1 – Designs and Plans Instruction
- Standard 2 – Creates and Maintains Learning Environment
- Standard 4 – Assesses & Communicates Learning Results
- Standard 5 – Reflects on and Evaluates Teaching & Learning
- Standard 9 – Demonstrates Implementation of Technology

IECE Component III: Instructional Unit

Task G: Designing the Instructional Unit

Directions for Completing Task G

The instructional unit and objectives that you select must be directly related to the Program of Studies, Kentucky Core Content, Kentucky Early Childhood Standards and/or the Kentucky Core Academic Standards. Refer to curriculum documents on the KDE Website <http://www.education.ky.gov/>

The instructional unit should include the following:

1. Unit Title and Unit Duration.

2. Identify Unit Learner Outcomes and Essential Questions Your unit outcomes /essential questions will connect to the Kentucky Early Childhood Standards and/or the Program of Studies, Core Content, or the Kentucky Core Academic Standards. Use any available resources that your school has to help identify your unit objectives. These include curriculum maps designed from standards, skills identified during professional learning team meetings, or other references that show a direct connection to the standards and the needs of children based on analyzed data.

3. Unit Learner Outcomes: Indicate where these will be identified within the unit.

4. Differentiated Instruction: Describe the characteristics of all children who will require differentiated instruction including but not limited to children with IEPs and ELL

- Describe how their diverse needs impact instructional planning for the unit.
- Describe the strategies you will use to address those needs.
- Describe how all IEP objectives are met with individualized instruction.
- **Overview of Technology:** Provide an overview of technology that will be integrated to enhance instruction and demonstrate child use of technology. This technology is not limited to only those children who have assistive technology needs. **Describe the technology such as, but not limited to, how you will use the interactive board, e-books, PowerPoint, online videos and/or educational games to support learning**
- Describe how it will be used in the classroom
- Describe the child use of technology

IECE Component III: Instructional Unit

Task G: Designing the Instructional Unit

Intern Name: _____ Date: _____

Cycle: 3

of Children: _____

Age/Grade Level: _____

Content :

Unit Title: _____

Unit Duration:

Respond to the following items:

- 1) Identify unit Learner Outcomes and Essential Questions: Show the connection of the objectives to the state curriculum documents, i.e., Kentucky Early Childhood Standards (birth-four), Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards. Utilize child progress monitoring data, district curriculum maps, PLC data, content literacy plans, 21st Century Skills, etc., to help formulate the unit objectives.
- 2) Indicate the levels and categories of child performance expected as a result of instruction:
- 3) Describe the characteristics of your children who will require differentiated instruction to meet their diverse needs. For example, what sorts of tools or instructional adaptations or modifications will be used for instruction to ensure all children are accessing and engaged in the activities.
- 4) Provide an overview of technology that will be integrated to enhance instruction and demonstrate child use of technology.
- 5) Describe the communication plan with children's families, caregivers, colleagues:

IECE Component III (continued): Instructional Unit

Task H: The Assessment Plan

Directions for Completing Task H

In this section of the instructional unit, you will provide information about your assessment plan, your pre-and summative assessments and the alignment of objectives, assessments, and instruction.

You will outline how you will assess your children throughout the unit, in alignment with your learning objectives and the knowledge, reasoning, performance skills, and/or products. The assessments are aligned when:

- Pre- and summative assessments address the same material and the same objectives/learning targets
- Assessments are consistent with the types of knowledge and skills identified in your objectives, and
- Instruction given is matched to objectives and to the way children must demonstrate knowledge and skills in assessments.

Note: The description of your assessment plan must include both formative and summative measures conducted at key points during instruction, e.g., pre-assessment(s), observations of child work, oral questions, formative assessment model(s), summative assessment model(s) etc.

1. Complete the template for the pre-assessment plan. You will

- Identify unit objectives aligned to the pre-assessment.
- List the type(s) of pre-assessment items.
- Include a copy and rubrics of the pre-assessment.
- Indicate which items/performances measure the attainment of unit objectives.
- Use the **Assessment Design Checklist** on the following page to evaluate your pre-assessment.

Template Example (does not include required assessment(s) or rubric(s):

Assessment examples are given to illustrate the variety of assessment strategies that might be used to collect information about child prior knowledge and ability via performance-based, authentic assessment.

Unit Objective/Learner Outcome	Assessment Format
Children will name the three stages of development in the frog life cycle (i.e., egg, tadpole, and frog).	Child will name/describe the three stages while completing the first column of a “KWL” chart. OR Child will accurately sequence three illustrated cards of the life cycle and name each stage. OR Child will illustrate (as age appropriate but accuracy of illustration will not impact assessment score) and dictate the three stages of development in the life cycle.

2. Pre-instruction Assessment Analysis

- After administering the pre-instructional assessment and using the learning outcomes as well as any other information collected in your pre-assessment instrument, analyze initial child performance.
- Design tables, charts, or graphs to present the results of the pre-assessment in a format that allows you to identify patterns of child performance as a whole and for groups of children who have diverse needs relative to each learning outcome.
- Describe the patterns you found.
- Discuss the implications of the pre-assessment results for your design of instruction.
- Describe how your awareness of achievement gaps among your children will guide your instruction.
- Utilize the template for J-1 to begin collecting data for the analysis section of the instructional unit.

1. **Complete the template for the summative assessment plan.** You will identify the same areas as with the pre-assessment. A copy of the summative assessment and rubric(s) must be attached.

- Identify the alignment between the summative assessments and the unit objectives. The summative assessment will identify the same objectives or learning targets as the pre-assessment. The summative assessment could be a repeat of the pre-assessment, a parallel form of the pre-assessment, or a different assessment that covers the exact same content.
- List the type(s) of assessment items.
- Include copies of rubrics for the summative assessments.
- Indicate which items/performance measure the attainment of which unit objectives.
- Use the **Assessment Design Guidelines** to evaluate your summative assessment.

(Note: Formative Assessments and analysis will be addressed in Task I).

2. Describe the accommodations/adaptations for pre- and summative assessments. Accommodations are those practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

3. Describe any technology integration for your pre- and summative assessments.

- Describe the purpose of the technology and how it was used.
- Describe how you will incorporate technology to develop, implement, and/or analyze your assessments for this unit.

Assessment Design Guidelines	Yes	No
• Are the assessment methods clearly aligned with the objectives of the lesson?		
• Are the assessment methods clearly aligned with the KY Early Childhood Standards or Core Academic Standards for Kindergarten?		
• Are the assessment methods individualized to reflect differentiated instruction and individualized child outcomes?		
• Are there multiple methods for assessment data collection to ensure the progress of all children can be reflected?		
• Are the methods designed to collect data appropriate for the outcome? i.e., if using a teacher made checklist, rubric, anecdotal notes, etc., is appropriate and useful data being collected to match the outcomes?		
• If appropriate, are other staff and /or family members involved in assessment data collection?		

IECE Component III: Instructional Unit

Task H: The Assessment Plan

Intern Name: _____ Date: _____ Cycle: _____

1. Pre-Assessment Plan (See Sample on Page 46.)

Unit Objectives	Type of Assessment	Items/performances measuring attainment of unit objective

2. Pre-instruction Assessment Analysis (attach tables, charts, graphs, or extended narratives to support your analysis)

3. Summative Assessment Plan (Utilize Sample of Pre-Assessment Plan.)

Unit Objectives	Type of Assessment	Items/performances measuring attainment of unit objective

4. Accommodations / Adaptations for Pre- and Summative Assessments

5. Technology Integration for Pre- and Summative Assessments

IECE Component III: Instructional Unit

Task I: Designing Instructional Strategies and Activities

Directions for Completing Task I

Design a set of learning strategies and activities that you believe will best enable all children in your class to achieve your learning outcomes. As you create your instructional plan, keep in mind the Standard 2 indicators and associated performance levels.

Instructional Unit Design Template

Using the Task I Unit Organizer template, outline **all** the lessons designed to facilitate child learning of the unit objectives. Your lessons should include a variety of appropriate instructional strategies and activities you believe will best enable all children in your class to achieve. As you create your instructional plan, keep in mind the Standard 2 indicators and associated performance levels.

For each lesson:

- Identify the unit objective addressed (by number only).
- Describe the specific lesson objective/learning target that is aligned to the unit objective.
- Describe the formative assessment(s) that will be utilized for the objective.
- Describe the differentiated assessment plan.
- Describe the strategies/activities you plan to use.
- Describe differentiated strategies/activities to meet diverse child needs.
- Describe the media/technologies/resources used for the lessons.
- Describe how you will use technology to enhance instruction and how children will use technology to enhance/facilitate their learning.

Cycle 3 Observations

- Within your outline of lessons, identify with an asterisk (*) the lesson(s) you plan to video or have observed.
- Provide three fully developed lesson plans for the lessons to be observed. If you choose to video record your Cycle 3 lesson, include one fully developed lesson plan (Task A) for the video lesson.
- Include Task C for each lesson being observed.

Task I: Designing Instructional Strategies and Activities

Lesson #	Unit Objective #	Lesson Objectives/ Learning Target	Formative Assessment(s)	Instructional Strategies/Activities
			Assessment description: Differentiated Assessment Plan:	Strategies/Activities: Differentiated Strategies/Activities: Media/technologies/resources:
			Assessment description: Differentiated Assessment Plan:	Strategies/Activities: Differentiated Strategies/Activities: Media/technologies/resources:
			Assessment description: Differentiated Assessment Plan:	Strategies/Activities: Differentiated Strategies/Activities: Media/technologies/resources:
			Assessment description: Differentiated Assessment Plan:	Strategies/Activities: Differentiated Strategies/Activities: Media/technologies/resources:
			Assessment description: Differentiated Assessment Plan:	Strategies/Activities: Differentiated Strategies/Activities: Media/technologies/resources:

Use of Technology for Instruction

Describe how you will use technology to enhance instruction **and** how children will use technology to enhance/facilitate their learning.

IECE Component III: Instructional Unit

Task J-1: Organizing and Analyzing the Results Reflecting on the Impact of Instruction

Directions for Completing Task J-1

After you have taught the instructional unit and administered the summative assessment, your next task is to organize and analyze the assessment results. You will complete the following tables for J-1:

- a. Organizing and Analyzing the Results (Whole Class)
- b. Organizing and Analyzing the Results (Diverse Learners)

Add additional rows to the table as needed to identify each child in your class(es).

<i>Child</i>	PRE Unit Objectives Mark each objective met with an X for pre-assessment.					SUMMATIVE Unit Objectives Mark each objective met with an X for summative-assessment.					Analysis for Individual Instruction:
	1	2	3	4	5	1	2	3	4	5	
Organizing and Analyzing the Results (Whole Class)											

<i>Child</i>	PRE Unit Objectives Mark each objective met with an X for pre-assessment.					SUMMATIVE Unit Objectives Mark each objective met with an X for summative-assessment.					Analysis for Individual Instruction:
	1	2	3	4	5	1	2	3	4	5	
Organizing and Analyzing the Results (Diverse Learners)											

NOTE: Although there is no requirement that pre and summative assessments must be paper-pencil tests, you must have a way of determining gains in knowledge and skills. You will need to know precisely what behaviors or practices you are assessing when you use a project or activity as your means of pre- and summative assessment.

3. Reflecting on the Impact of Instruction

Based on your organization and analysis of the assessment data and from the chart, graph, or table from Task H, complete the following template, *Task J-1, Reflecting on the Impact of Instruction*. Typically, a majority of children will meet the objectives that are established. However, it is unlikely that all children will meet all of the objectives all of the time. When children do not meet the objectives, you must reflect on the objectives themselves, the planned assessment(s), and the instruction that took place.

Also be sure to complete Task C: Reflection for the lesson(s) being observed in Cycle 3.

IECE Component III: Instructional Unit

Task J-1: Reflecting on the Impact of Instruction

Intern Name: _____ **Date:** _____

1. Select the unit learner outcomes/essential questions on which your children were most successful, based on your analysis of child learning. Based on samples of child work, provide two or more possible reasons for this success.

2. Select the unit objective on which your children were least successful, based on your analysis of child learning. Based on samples of child work, provide two or more possible reasons for this lack of success.

3. Describe the performance of the identified diversities in your class compared to the performance of the class as a whole. What factors contributed to their success/failure?

4. Since the conclusion of the instructional unit, what have you done to ensure that all your children are making continuous progress? What are your plans to address issues identified in the unit?

5. Based on your reflection about your children's performances, describe at least two areas for professional growth that you believe has the potential to increase your instructional effectiveness and thereby improve your children's learning.

Directions for Completing Task J-2

Using the Task J-2 template, document the information provided and the methods used to communicate with children, family/caregivers, and colleagues regarding classroom expectation, student progress, and how children, family/caregivers, and colleagues can become more involved in learning.

IECE Component III: Instructional Unit

Task J-2: Communication and Follow-Up

Intern Name: _____ **Date:** _____

1. Describe how you used formative assessment data to monitor child progress and guide instruction throughout the unit. Give specific examples.
2. What opportunities for self-reflection did you offer the children?
3. As indicated in the table below, describe the information provided to the children, family/caregivers, and colleagues. Include how you communicated that information.

Information Provided and Methods Used			
Group	Prior to Instruction	During Instruction	After Instruction
Children			
Families/Caregivers			
Colleagues			

4. Reflect on the information you communicated with children, family/caregivers, and colleagues and the methods you used. To what extent did the methods used involve one-way communication that required no response? Or, was there two-way communication that required or elicited responses and/or involvement from children, family / care givers, and/or colleagues?
5. How could you modify **the information and communication methods you provided above** to increase each group's involvement in the child's learning process?

IV. Glossary

Defining the Concepts

This section provides general definitions for some of the terms frequently used in the KTIP IECE materials.

activity based instruction

An approach to instruction that is child-directed where multiple learning opportunities are embedded into the daily routine and activities.

adult learning principles

The use of extensive opportunities and different modes of engagement that are meaningful and challenging.

alignment

Alignment is the consistency among objectives, pre-assessments, instruction, and post-assessments.

analysis of data

Analysis of data includes collecting and compiling a variety of child performances in order to make inferences about the level of child understanding as compared with standards.

antecedent & consequent conditions

Events or actions that are designed or occur naturally that provide learning opportunities.

artifacts

Artifacts are documents or pieces of evidence that are used to support teacher performance assessment entries. Good artifacts should demonstrate the active thought processes of children, not the ability to recall facts.

authentic assessment

An assessment that examines naturally occurring skills in natural, everyday settings using a child's typical toys or materials within typical child routines and activities.

benchmarks

Benchmarks are models of performance that illustrate, by way of example, standards of teaching at different levels.

child-centered

Strategies built on the natural interests and motivation of the children. Activities place the responsibility on children.

context for teaching

A description of the community, school, and children that are the focus of the instruction is usually found at the beginning of the teaching portfolio. The first form (A1 Describing the Classroom of the Instructional Unit) is the description of the context for teaching.

cultural competence

Awareness of the beliefs, attitudes, and characteristics in a particular culture.

data

Information included to provide measured evidence of progress.

developmental interventionist

An education service provider for Kentucky's early intervention system, First Steps.

developmentally appropriate

The use of content, instruction, and assessment that meets the children's ability to reason, interpret, focus, communicate, and interact, both socially and academically.

differentiation

The practice of giving children multiple options for taking in information, making sense of ideas, and expressing what they learn. Differentiation provides different avenues to acquire content, to process or make sense of ideas and to develop products.

diverse children's needs

Recognizing that children represent various learning styles (visual, interpersonal, mathematical), various interest levels, and/or achievement levels (gap groups) which require teachers to provide a diverse learning environment to meet the needs of all children.

exhibits

Documents, artifacts, or other products that demonstrate an intern's performance on a task.

family-centered services

Practices where the families are considered central and the most important decision maker in a child's life.

family resources, priorities & concerns

The topics a family identifies as what they currently have (resources), what they want to see happen (priorities), and where they have concerns about their child and family regarding intervention.

First Steps

Kentucky's early intervention system; Part C of IDEA.

formative assessment

All those activities undertaken by teachers and by children assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet children's needs.

higher-order thinking

Classroom strategies that go beyond dissemination of factual information and move to challenge children to compare, analyze, synthesize, evaluate, apply, etc.

holistic scoring

The process of assigning a single performance level rating based on an overall view of a standard or exhibit. It is an inferential process in which the observer draws some overall conclusions based on evidence gathered from the assessment components using criteria specified by the indicators. The observer assesses the standard as a whole and should resist averaging indicator scores.

IEP

Individual Education Plan: the document used to plan individualized services for children.

IFSP

Individual Family Service Plan: the document used to plan individualized services for children and families.

indicator

The descriptor of observable behavior that is measured by the degree to which it is demonstrated.

instructional materials

Any print, non-print, or electronic medium of instruction designed to assist children in achieving the academic expectations.

interdisciplinary approach

Multiple professionals from different disciplines, including families, working collaboratively on an instructional/intervention plan.

interdisciplinary content

Intentionally developed activities which teach connections across content areas and diminish artificial divisions between subject areas; examples could be long-term projects and thematic units.

intervention

Intervention is a directed, purposeful process. It is the intentional application of resources with the aim of developing, improving or changing conditions within an individual, environment or interactions between an individual and the environment. Intervention always results in both intended and unexpected outcomes, which may be either positive or negative in nature.

learning outcomes

Educational aims or end products which encompass all goals and objectives.

LEP

Limited English Proficiency

misconception

When a child appears to understand class material, as revealed by his/her tests and in-class discussion, which later reveals significant misunderstanding of what he/she learned when asked to answer follow-up questions or to apply what he/she learned.

outcomes

The expected, or unexpected, results of instruction / intervention.

objectives

The written teaching and learning goals a teacher establishes for children in his/her classroom.

performance-based assessment

An assessment that includes what a child or teacher is able to do (performance) rather than simply an explanation of what they know.

professional development

The means and activities teachers use to achieve their professional growth. It may include specific training in growth areas, observation, planning, etc. (i.e. It's an answer to the question: How can I turn those teaching growth areas into teaching strengths?)

Professional Growth Plan (PGP)

The plan which teachers use to become more proficient in meeting the IECE Teacher Standards and Indicators. It usually involves self-assessment and a written plan for developing areas of growth.

prompts

Statements that provide directions for the teaching tasks. Prompts utilize guiding questions, suggestions for specific actions, and graphic organizers that the intern can use to complete teaching tasks.

reflection

Reflection is a vital part of a performance-based product, i.e., the intern portfolio. The process of reflection involves the reporting and analyzing of teaching philosophies, practices, and experiences. Reflection requires the teacher to understand why a lesson was productive or nonproductive.

rubric/scoring guide

At the classroom level, a set of scoring guidelines to be used in assigning and evaluating children's work. Rubrics are similarly used for evaluating levels of teacher performance in this TPA. They define criteria to meet the expected teaching standard of performance. For each of Kentucky's ten standards, five to eight indicators have been developed from the Standards. Each component (Planning, Teaching and Evaluating the Results of a Lesson, Professional Responsibilities, and Instructional Unit) of the TPA has rubrics that will be used to evaluate the intern's performance on classroom interactions or TPA exhibits.

self-assessment

A child's evaluation of his/her own work.

self-regulation

Supporting children to manage their own appropriate behavior.

standards

Brief statements about what the teacher must be able to do. Kentucky's ten teaching standards represent those ten key statements for teacher interns and experienced teachers. The current KTIP IECE TPA is modeled after the Kentucky New Teacher Standards.

summative assessment

Assessment typically used to evaluate the effectiveness of instructional programs and services at the end of an academic unit or at a pre-determined time. The goal of summative assessments is to make a judgment of child competency after an instructional phase is complete.

teaching tasks

An opportunity for the intern to demonstrate performance using standards (e.g., teach a lesson and be observed, design a two- to four-week unit of instruction, analyze learning results for the unit). Teaching tasks are designed to provide opportunities to demonstrate teaching performance.

technology

Technology is a catalyst for change in the teaching and learning process. Technology must be considered in the context of curriculum standards, classroom management strategies, new designs for learning, and the most effective pedagogical practices. Technology Standards define technology as consisting of any electronic tool used for solving problems, communicating clearly, processing information, increasing productivity, accomplishing a task, making informed decisions, and enhancing the quality of life. Materials, devices, computers, and software are forms of technology that allow a teacher to demonstrate proficiency in Standard IX. Examples of appropriate technology might include but are not limited to MS Office products, STI, white boards or power point presentations, web quests, LCD projectors, computer labs, Alpha Smarts, Read Write Gold or software packages which assist child learning, and email. As well, this may include assistive technology devices such as choice boards, voice output devices, mobility / stability supports, etc.

variety of instructional strategies

Two or more instructional strategies that meet different learning needs of all children.

work plan

A structured plan format for collaboration, professional development, and leadership tasks that includes (a) objectives, (b) activities designed to achieve objectives, (c) timeline for completing activities and (d) special resources needed to complete activities.

V. Resources

Kentucky Department of Education <http://education.ky.gov/KDE/>

KDE Instructional Resources for Preschool Teachers
<http://education.ky.gov/KDE/Instructional+Resources/Preschool/For+Preschool+Coordinators+and+Teachers/>

Building a Strong Foundation for School Success Series
<http://education.ky.gov/KDE/Instructional+Resources/Early+Childhood+Development/Building+a+Strong+Foundation+for+School+Success+Series.htm>

First Steps – Kentucky’s Early Intervention System <http://chfs.ky.gov/dph/firststeps.htm>

National Association for the Education of Young Children <http://www.naeyc.org/>

Division of Early Childhood <http://www.dec-sped.org/index.aspx>

Center in the Social and Emotional Foundations for Early Learning <http://csefel.vanderbilt.edu/>

Technical Assistance Center on Social Emotional Intervention <http://www.challengingbehavior.org/>

CONNECT Modules <http://community.fpg.unc.edu/>

Kentucky Autism Training Center <http://louisville.edu/education/kyautismtraining>

Transition One Stop <http://www.transitiononestop.org/>

The National Early Childhood Technical Assistance Center <http://www.nectac.org/>

Resources from the Governor’s Task Force on Early Childhood Development and Education

- Early Childhood Services in KY
 - ▶ <http://www.workforce.ky.gov/ECTFFinalreport.pdf>
 - ▶ <http://www.workforce.ky.gov/ECTFreport.pdf>