

Kentucky Teacher Internship Program

Interdisciplinary Early Childhood Education

Teacher Performance Assessment Handbook

Fall 2008 Edition



KTIP IECE Intern Assessment Handbook

Table of Contents

Acknowledgements	3
I. Overview	
What is the KTIP IECE Teacher Performance Assessment?	4
Where can you go for help?	5
How will your Teacher Performance Assessment be evaluated?	5
Evidence Sources for the Teacher Performance Assessment.....	6
II. Getting Started	
What are the steps you will take to develop your Teacher Performance Assessment?	8
Providing Reflections.....	8
Suggestions for selecting artifacts.....	8
Videotaped Lesson Option	9
Format requirements for your Teacher Performance Assessment	9
Committee Meeting Exhibit Checklists	10
Intern Information Sheet.....	12
III. Exhibit Prompts	
Component I Classroom Teaching	
Task A-1 Teaching and Learning Context.....	13
Task A-2 Lesson Plan Format	14
Task B Demonstrate Teaching Skills During Observation.....	15
Task C Lesson Analysis and Reflection	16
Component II Professional Responsibilities	
Task D Collaborate to Address Child/Family Outcomes.....	17
Task E Assess and Manage Professional Growth	19
KY IECE Teacher Standards Self-Assessment	23
Task F Leadership	29
Component III The Instructional Unit	
Instructional Unit Assembly	32
Task G Designing the Instructional Unit.....	33
Task H The Assessment Plan	35
Task I Designing Instructional Strategies.....	38
Task J-1 Reflecting on the Impact of Instruction	39
Task J-2 Communication and Follow-Up	41
IV. Glossary	43

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:

Diana Haleman – Morehead State University
Nancy Newberry – KDE
Judy Phillips – EPSB
Megan Purcell – Eastern Kentucky University
Jo Anne Rainey – Kentucky State University
Elizabeth Rightmyer – University of Louisville
Jo Robertson – Murray State University
Vicki Stayton – Western Kentucky University
Kim Townley – University of Kentucky
Paul Wirtz – Northern Kentucky University
Susan Yorde – Berea College

Cindy Owen, Director
Professional Learning & Assessment, EPSB

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, video taped 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 – 502-597-5573

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

www.kyepsb.net

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 leaning.	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 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.kyepsb.net. 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 done.
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
- Parent communication/log
- Samples of children work
- Teacher journals and/or logs
- Video taped lesson
- Child, parent, 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 parent 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 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.
4. Complete the Kentucky IECE Teacher Standards Self-Assessment portion of Task E.
5. Identify possible leadership projects for Task F.
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 and identify the child and/or family to be involved.
3. Discuss your completion of the self-assessment portion of Task E.
4. Discuss possible leadership projects for Task F 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 for each class in which you are being observed.
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.
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.

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 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 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, Task E, and Task F, 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.

Orientation Committee Meeting Checklist

Held prior to any formal classroom observations

- _____ Review all KTIP IECE materials and expectations
- _____ Intern Information Sheet
- _____ Kentucky IECE Teacher Standards Self Assessment
- _____ Draft Task E - Professional Growth Plan

Cycle 1 Committee Meeting Exhibit Checklist

1-60 instructional days following the orientation meeting

- _____ Intern Information Sheet

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

Component II: Professional Responsibilities

- _____ **Task D** Collaborate to address child/family outcomes
- _____ **Task E** Assess and Manage Professional Growth/PG Work Plan
- _____ **Task F** List of Leadership Project Ideas

Intern should copy each committee members' completed IPR at the conclusion of each committee meeting.

Cycle 2 Committee Meeting Exhibit Checklist

61-110 instructional days following the orientation meeting

- _____ Intern Information Sheet

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

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

Intern should copy each committee members' completed IPR at the conclusion of each committee meeting.

Cycle 3 Committee Meeting Exhibit Checklist

111-140 instructional days following the orientation meeting

_____ Intern Information Sheet

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

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

Intern should copy each committee members' completed IPR at the conclusion of each committee meeting.

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 System: _____

School Name: _____

School Address: _____

School Telephone: _____

Home Address: _____

E-mail Address: _____

I verify that this teacher performance assessment contains my authentic work, the authentic work of my children, and authentic feedback from colleagues, families, and administrators.

Signature

Date

Task A-1 Teaching and Learning Context

Please complete the following information about your class. You will use and update this information as you plan lessons all year, and this will be the first entry in your TPA in Cycle 3.

Your committee members will review and evaluate your performance on this task using Standard I: The IECE educator designs and plans instruction.

Intern Name: _____		Date: _____	Cycle: _____
# Children enrolled	Grade level(s) in setting	Ages in setting(s) (list all that apply)	
School, district, and other community characteristics: public school information should include Comprehensive School Improvement Plan (CSIP), School Report Card (CATS/CTBS results), and relevant data about achievement gap groups. For interns in settings that are not in a public school, include similar data.			
Place a <input type="checkbox"/> beside the phrase that best describes the setting(s).			
<input type="checkbox"/> Regular early childhood classroom <input type="checkbox"/> Special education classroom <input type="checkbox"/> Other			
Describe the resources (equipment, technology, and supplies) available to you for this setting.			
Place a <input type="checkbox"/> beside the role that describes the types of help available to you.			
<input type="checkbox"/> instructional assistant(s) <input type="checkbox"/> parent(s) <input type="checkbox"/> peer (student) tutor(s) <input type="checkbox"/> therapist(s) <input type="checkbox"/> resource teacher(s) <input type="checkbox"/> volunteer(s) <input type="checkbox"/> classroom teacher <input type="checkbox"/> other (Please specify)			
Indicate the # of children in each category below.			
<input type="checkbox"/> LEP <input type="checkbox"/> # with IEPs / IFSPs <input type="checkbox"/> # with 504 modifications <input type="checkbox"/> Title I / At Risk <input type="checkbox"/> Other			
Describe characteristics including child and family demographics that have implications for teaching and that might be observed in your setting.			
Implications for instruction: Describe two or three ways the above characteristics influence planning, implementation, and learning.			

Task A-2 Lesson Plan Format

Name: _____ Date: _____ Age/Grade Level: _____

of Children: _____ # of children with IEPs / IFSPs: _____ # of children who are LEP _____

Subject: _____ Observation Length: _____

Unit Title: _____ Lesson Number and Title: _____

Context

- Explain how this lesson relates to the unit of study and your broad goals for teaching.
- Describe the child's or children's prior knowledge or the focus of the previous lesson.
- Describe generally any critical child characteristics or attributes that will affect the child's or children's learning (other than what you described in the Teaching and Learning Context).

Learning Outcomes (Objectives)

State what children will demonstrate as a result of this lesson. Objectives must be child-centered / family-centered and observable / measurable.

Connections

Connect your outcomes to appropriate Kentucky Early Childhood Standards, Kentucky Core Content and/or Program of Studies. Make at least two or three connections, and if not obvious, explain how each outcome is related to the Kentucky Early Childhood Standards, Kentucky Core Content, and/or Program of Studies.

Assessment Plan

In table format, organize how each objective will be assessed. Include copies of assessment documentation.

Objective/Assessment Plan Organizer (Sample)

Objective Number	Description of Assessment*	Depth of Knowledge Level	Adaptations and/or Accommodations
Objective 1	Anecdotal notes		None needed
Objective 2	Permanent products		Appropriate assistive technology (e.g., Touch Screen)

* Assessments may include, but are not limited to, anecdotal notes, permanent products, checklists, rubrics, photographs, etc.

Resources, media and technology

- List the specific materials and equipment needed for the lesson.
- If appropriate, list technology resources for the lesson including hardware, software, and Internet URLs, and be sure to cite the sources used to develop this lesson. Provide committee members with any additional information for their understanding of these sources. (If you or your committee feels the technology observed in the lessons does not fairly represent your use of technology, provide additional documentation. See Standard IX.)

Procedures

Describe the strategies and activities you will use to accomplish the learning outcomes including how you will trigger prior knowledge and how you will adapt strategies to meet individual child needs and the diversity in your classroom.

Task B

Demonstrate Teaching Skills During Observation

Demonstrate teaching skills while teaching the planned lesson in your setting. Your committee members will evaluate your performance using:

- **Standard II – Creates & Maintains Environment**
- **Standard III – Implements Instruction**
- **Standard IV – Assesses and Communicates Learning Results**
- **Standard VIII – Supports Families**
- **Standard IX – Demonstrates Implementation of Technology**

Each committee member will give you a copy of the IPR during the post-observation conference.

Task C

Lesson Analysis and Reflection

Intern Name: _____ Date: _____ Cycle: _____

Analyze and evaluate your lesson within two days of post observation conference.

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

- **Standard IV – Assesses & Communicates Learning Results**
- **Standard V – 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. What does this analysis tell you about teaching and learning in the setting?
What does this analysis tell you about the success of the strategies you used?
How did the assessment methods selected provide information to assess teaching and learning?
What patterns and trends can inform next steps?
What resources and/or personnel might assist you?
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.

Task D

Collaborate to Address Child/Family Outcomes

Task Overview: Collaborate with primary caregivers and one or more other professionals and families to design and implement two six- to eight-week collaboration opportunities to enhance child and/or family outcomes. Using the Task D template, report on the collaborative process and the impact of each plan on outcomes.

Your committee members will review and evaluate your performance on this task using Standard VI: Collaborates with Colleagues/Families/Others, and Standard VIII: Supports Families

GUIDELINES FOR COMPLETING THE COLLABORATION TASK

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

Using the contextual characteristics and information you described as part of Task A, and with input from your resource teacher, identify two collaborative opportunities where child/family outcomes would be enhanced.

At the orientation meeting, develop the timeline for your collaboration tasks. You should report your progress in developing and implementing your plans at the Cycle I and Cycle II Committee Meetings. Your completed Task D will be submitted to your committee at the Cycle III Committee Meeting.

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

Task D
Collaborate to Address Child/Family Outcomes
(Use this format for each identified activity)

Intern Name: _____ Date: _____ Cycle: _____

1. Describe the collaborative activity and provide a rationale for selection.

2.

Collaboration Plan

Collaboration Plan	
Objectives – what you plan to accomplish	
Assessment plan – how you will measure the impact of the collaborative efforts	
Proposed activities	
Timeline	
Persons involved	
Resources needed	

3. Provide documentation for Cycle I and Cycle II progress check meetings.

4. Using the assessment data collected, describe the impact of the collaboration plan on child/family outcomes and identify possible next steps.

Task E

Assess and Manage Professional Growth

Task Overview: Design and implement a Professional Growth Plan (PGP) that results in measurable improvement of your performance using the Kentucky IECE Teacher Standards.

Your committee members will review and evaluate your performance on this task using Standard VII: The IECE Educator Engages in Professional Development

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 who is teaching subject matter and children similar to yours or 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, readings, informal observations by your resource teacher, professional discussions with a colleague, case studies, audiotape or videotape instruction, web-based PD, professional organizations, content-based conferences (such as NAEYC, DEC, KAECE, Infant / Toddler, RTC Conferences and Workshops). Consult the Kentucky Department of Education website: <http://www.kde.state.ky.us/KDE> for Early Childhood professional development.

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.

Task E

Assess and Manage Professional Growth

Intern Name: _____ Date: _____ Cycle: _____

Orientation Meeting

1. Initial Self-Assessment

Complete the Cycle I Kentucky IECE Teacher Standards Self-Assessment (page 24) to assess your performance level on each standard. Using your self-assessment, child performance data, and feedback from your committee members, work with your resource teacher to complete the following entries.

2. Identify and document your strengths and areas for professional growth related to the Kentucky IECE Teacher Standards.

Strengths:

Areas for growth (mark priority areas with an asterisk):

3. 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 children’s learning outcomes and meet the Kentucky IECE Teacher Standards.

Task E Professional Growth Plan

Intern Name: _____ Date: _____ Cycle: _____

Professional Growth Work Plan

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

Professional Growth Objective/Standard #	Activities	Timeline	Assistance/Resources Needed

How will progress in addressing these areas 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 Standard Self-Assessment, 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:

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

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

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

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

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

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 X: Provides Leadership within School/Community/Profession.

Guidelines for completing the Leadership Task

Teacher leaders are accomplished teachers who inspire children and families to learn and achieve and who serve as change agents for excellence in the educational setting within the community.

With your committee, 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 beyond your setting. Your project should go beyond your normal contract responsibilities. The specific project you choose should give you the best opportunity possible to demonstrate that as a professional, you can contribute meaningfully in a group effort that results in a contribution to children's learning and/or the professional environment of the program.

The project may be one where you:

- Work with your colleagues on a program to improve learning opportunities for children in your setting.
- Involve caregivers, members of the school community, or agencies in efforts to improve learning conditions or remove barriers to learning.
- Participate in appropriate Grade-level/Department-level/Team-level planning.
- Are actively involved on task forces or committees.
- Implement improvement within the program.
- Develop and implement and/or facilitate strategies for families/caregivers to become active participants in child learning.
- Organize, implement, and facilitate strategies for community involvement.
- Plan and implement with colleagues a Professional Development activity.

As you embark on this task, consider processes or activities that would benefit from a change, such as:

Portfolio collection

Use of technology in analyzing test data

Field trip planning

Differentiated instructional practices

PD sessions for new technology

PD sessions for children's use of technology

Parent reading nights

Health fairs

Career day

Internet safety

Community Development Screening

Task F 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 the rationale for selecting this project.

Leadership Project Work Plan

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

Objective(s)

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 and 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 the professional environment of the school. What did you learn from your leadership experience – what worked, what did not work, and why?

Tasks G-J Instructional Unit Overview

Task Overview: The Standards Based Instructional Unit is a two- to four-week body/unit of instruction for one setting. The unit includes 1) plans for instruction and assessment that are aligned with the learning outcomes desired; 2) the teaching of the content; and 3) the collection, interpretation, and reflection upon evidence of child progress toward attainment of the desired learning outcomes. The Instructional Unit consists of the following templates.

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

- **Standard I – Designs & Plans Instruction**
- **Standard IV – Assesses & Communicates Learning Results**
- **Standard V – Reflects & Evaluates Professional Practice**
- **Standard VIII – Supports Families**
- **Standard IX – Demonstrates Implementation of Technology**

Task	Description of Task
G. Designing the Instructional Unit	After selecting the content (knowledge, skills) for the instructional unit, write a description of the unit. The description must include the length of the unit (number of days), the learning outcomes, a plan for accomplishing the outcomes (i.e., web, essential questions, description of learning environment, materials, plan for family involvement, and field trips, if appropriate) a plan for accommodating individual differences, and any additional adjustments to be made. It is important to remember that the outcomes selected for the instructional unit should relate directly to the Kentucky Early Childhood Standards and an analysis of the child data OR the Kentucky Core Content Standards, Program of Studies, the school improvement plan, and an analysis of child data.
H. The Assessment Plan	Provide information about the assessment plan specific to child and family outcomes; the pre-, formative, and post-assessments; and the alignment of outcomes, assessments, and instruction.
I. Designing Instructional Strategies and Activities	Design a set of learning strategies and activities that will best enable all children in your setting to achieve learning outcomes.
J-1. Reflecting on the Impact of Instruction and the Impact on Families	Describe the impact on child achievement and family outcomes 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 and family outcomes.
J-2. Communication and Follow-Up	Describe the feedback about the instructional unit to children, 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.**

Task G

Designing the Instructional Unit

Directions for Completing Task G

The standards-based instructional unit and the outcomes that you select must be directly related to the **Kentucky Early Childhood Standards or Kentucky Core Content Standards and Program of Studies**. Refer to the Kentucky Early Childhood Standards document on the KDE web site: <http://www.education.ky.gov/> and access the preschool section. Also refer to the Combined Curriculum Document on the KDE web site for instructional guidelines, content emphasis, objectives, and ideas for instruction at kindergarten level.

The instructional unit should include the following:

1. **Title of unit.**
2. **Teaching and Learning Context and Implications:** Based on Task A-1, discuss two or three implications and the rationale for teaching this unit.
3. **Key Concepts/Big Ideas/Essential Question Focus:** Web the key concepts in order to formulate essential questions. Further, web essential questions to identify concepts and skills to be addressed in the unit. Kentucky Early Childhood Standards (birth-four) and Core Content (kindergarten) list specific knowledge and skills that all children should know and be able to demonstrate. Describe how your unit will contribute to what Kentucky expects all children to know and be able to do.
4. **Statement of Outcomes for the Unit:** Develop three to six learning outcomes that will be the focus of your instruction in this unit. Write these as performance statements/behavioral outcomes.
5. **Kentucky Early Childhood Standards or Kentucky Core Content and Program of Studies to be Addressed:** Identify the Kentucky Early Childhood Standards or Program of Studies and Core Content that will be the focus of instruction for your unit. The Kentucky Early Childhood Standards (birth-four) and the Combined Curriculum (kindergarten) documents are on the KDE web site <http://www.education.ky.gov/>. The Combined Curriculum Document provides a list of appropriate content areas for kindergarten.
6. **Levels and Categories of Child Performance Expected:** Identify the performance levels you will expect from children as a result of instruction in this unit of study. Choose or create relevant assessment strategies/procedures and indicate the different kinds of learning (e.g., classification, problem solving) expected of children.
7. **Communication with Children, Families/Caregivers, and Colleagues:** Describe several ways in which you plan to provide feedback throughout the Instructional Unit. How will you provide information to children, families/caregivers, and colleagues prior to instruction, during instruction, and after the post-assessment?

Task G

Designing the Instructional Unit

1. Unit Title:

2. Teaching and Learning Context and Implications:

3. Key Concepts/Big Ideas/Essential Question Focus:

4. Statement of Learning Outcomes for the Unit:

5. Kentucky Early Childhood Standards (birth-four) or Kentucky Core Content and Program of Studies (kindergarten) to be Addressed:

6. Levels and Categories of Child Performance Expected:

7. Communication with Children's Families, Caregivers, Colleagues:

Task H

The Assessment Plan

Directions for Completing H

In this part of the instructional unit, provide information about the assessment plan; pre-, formative, and post-assessments; and the alignment of outcomes, assessments, and instruction.

Outline how you will assess children throughout the unit, in alignment with the learning outcomes and the desired depth of knowledge. The assessments are aligned when a) pre- and post-assessments cover the same material in the same way, b) assessments are consistent with the types of knowledge and skills identified in the outcomes, c) instruction given is matched to outcomes and to the ways children must demonstrate knowledge and skills in assessments. When you identify the depth of knowledge addressed in this unit of study, choose or create relevant assessment strategies/procedures and indicate the different kinds of learning (e.g., classification, problem solving) expected of children.

Note: The description of the assessment plan must include both formative and summative measures conducted at key points during instruction.

1. Describe your pre-assessment activity. Explain how you determined child knowledge and skills pertinent to this instructional unit prior to instruction. The pre-assessment may take whatever form is appropriate and must yield two types of information:
 - Baseline information about each child's knowledge and skills at the beginning of the unit
 - How you will measure gains in knowledge/skills as a result of instruction between pre- and post-assessmentsInclude rubrics, where appropriate.

Note: A copy of the pre-assessment or description of strategy must be attached. Attach the directions and information provided to children. Use the **Assessment Design Checklist** on the following page to evaluate your own assessments.

2. Describe the formative assessments you intend to use to monitor and guide child learning. These formative assessments may take many forms. Remember that formative assessments are integral components of your instruction and often result in instructional modifications. You will be asked to reflect use of your formative assessments.

Note: Include in the appendix examples and/or descriptions of the completed formative assessments used in your videotaped or observed lesson(s).

3. Describe the summative assessment or the formal assessment used to determine child gains in knowledge and skills as a result of your instruction. Remember that this assessment must provide information about each child's accomplishment of each learning outcome and his/her gains. This information will be used to complete the next form of the instructional unit. The summative assessment must be one of the following:
 - a repeat of the pre-assessment,
 - a parallel form of the pre-assessment (same kinds of activities/tasks addressing the same outcomes),

- an assessment similar to the pre-assessment, perhaps more extensive, that provides similar kinds of data about gains in knowledge/skills identified in the outcomes.

Note: A copy of the post-assessment must be attached. Attach the directions and information provided to children. Use the **Assessment Design Checklist** that follows to evaluate your post-assessment.

4. Describe the role and method of child self-assessment.
5. Describe how you plan to monitor and record the progress of children toward unit learning outcomes during instruction (formative assessment).
6. Explain or describe the assessment accommodations or adaptations you will use to meet the diverse needs of children.
7. Describe how you will incorporate technology to develop, implement, and/or analyze your assessments for this unit.

Assessment Design Checklist

Assessors will rate the following elements of each pre- and post- assessment that is included in the teacher performance assessment. A careful review of each element is recommended.

For activities as pre- and post-assessments, do these activities/assignments adhere to principles of good assessment?		
	Yes	No
1. Does the assessment strategy match the learning outcome?		
2. Are the directions for children complete and clear?		
3. Is there an explanation of how the assignment/activity will be evaluated?		
4. Is there an explanation of the conditions under which the activity/assignment is to be performed (independent/group)?		
5. Is there a timeline for completion?		

Task H The Assessment Plan

1. Pre-Assessment Plan

Description of Pre-Assessments	Depth of Knowledge Level	Outcomes Addressed

2. Formative Assessment Plan

Description of Formative Assessments	DOK Level	Outcomes Addressed

3. Post-Assessment Plan

Description of Post-Assessments	DOK Level	Outcomes Addressed

4. Role of Child Self-Assessment in this Unit

5. Plan to Monitor Child Progress

6. Assessment Accommodations or Adaptations

7. Plans to Incorporate Technology within Assessment

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.

1. 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. Using tables, charts, or graphs, present the results of the pre-assessment in a format that allows you to find patterns of children performance as a whole and for groups of children who have diverse needs relative to each learning outcome. Describe the patterns you found. Briefly discuss the implications of the pre-assessment results for your design of instruction and how your awareness of achievement gaps within your group of children will guide your instruction.

Task I Pre-Assessment Analysis	
Intern Name: _____	Date: _____
<ul style="list-style-type: none"> Describe the patterns of children performance you found relative to each learning outcome. (Attach tables, graphs or charts of child performance that allowed you to identify the patterns of child performance noted.) Describe how you used the analysis of your pre-assessment data in your design of instruction. How did your awareness of achievement gap groups within your children influence your planning and instruction? 	

2. Unit Instructional Design

Using the Task I Unit Organizer template, outline **all** the lessons designed to facilitate child learning of the unit learning outcomes. Your lessons should include a variety of appropriate instructional strategies. For each lesson, identify the learning outcome(s) addressed; describe the specific learner activity or strategy you plan to use along with adaptations to meet diverse children needs and how you plan to assess learner progress on each outcome. With your outline of lessons, identify with an asterisk (*) the lesson(s) you plan to video or have observed. Include one fully developed lesson plan (Task A) for the video lesson or three fully developed lesson plans for the lessons to be observed.

Task I Unit Organizer				
Intern Name: _____		Date: _____		
Lesson #	Learning Objective(s) Addressed	Instructional Strategy/Activity	Needed Adaptations	Assessment(s)
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.				

Organizing and Analyzing the Results

Task J1 Reflecting on the Impact of Instruction

Task J2 Communication and Follow-Up

Directions for Completing J-1

After you have taught the instructional unit and administered the post-assessment, your next task is to organize and analyze the assessment results. You will organize the results in table format and – as part of your analysis – prepare graphic representations of those data.

Organizing the Results

Record each child’s first name (only), his/her pre-assessment results, his/her post-assessment results, the amount of gain from pre- to post-assessment, and whether (yes/no) he/she met each objective based on the results of your post-assessment. In the “Comments” column, note any special conditions or extenuating circumstances to be considered.

Also, there is no requirement that pre- and post-assessments are paper-pencil assessments. You **must** have a way of systematically describing and recording growth in knowledge and skills, so you will need to know precisely what behaviors/practices you are assessing when you use a project or activity as your means of pre- and post-assessment. See the following example.

Example 1: Preschool teacher whose Instructional Unit was “What Healthy Foods Do We Eat?”

- In this lesson on foods, the two objectives are for children to identify healthy & non-healthy foods.
- As pre- and post-assessments, I gave examples of ten foods, which they sorted into healthy and non-healthy foods.
- When I analyzed the post-unit results, I found the following:

Children	Pre Correct Choices	Post Correct Choices	Objectives Reached				Comments
			1		2		
			Yes	No	Yes	No	
Jose	4	8	√		√		
Cathy	4	2	√			√	
Lyle	7	3	√		√		
Trang	9	10		√		√	

Analyzing the Results

Create a graphic summary that shows the extent to which children made progress (from pre- to post-assessment) toward learning outcome(s) identified in your Assessment Plan. Summarize what the graph/chart tells you about child learning in this unit. An Excel file **might** be an appropriate vehicle for this task.

Task J-1

Reflecting on the Impact of Instruction

J-1 is used to summarize your analyses of the assessment data. Information from **Task I** will be used in the synthesis and interpretation of the impact of instruction.

1. How many children made progress toward the objectives you established for this unit of instruction? What factors contributed to their performances? Describe progress each child made.
2. Select the learning objective on which your children were **most** successful based on your assessment of child learning. Provide two or more possible reasons for this success.
3. Select the learning objective on which children were **least** successful based on your analysis of child learning. Provide two or more possible reasons for this lack of success and discuss any trends that you may recognize in the data. Describe what you would do differently to improve children performance as evidenced in samples of child work.
4. Since the conclusion of the instructional unit, what have you done to help children who did not accomplish/master the objectives to improve their learning in these areas?
5. What impact will the information gained from your reflection about child performance have on your professional development?

Task J-2 Communication and Follow-Up

J-2 is used to document the feedback provided to children, families/caregivers, and colleagues regarding classroom expectations, children's progress, and ways they (families, etc.) can become involved in learning

1. Describe several ways in which you introduced and provided feedback throughout the instructional unit. What information did you provide to the groups listed below prior to instruction, during instruction, and after the post-assessment? How did you communicate that information? Provide examples.

- Children

- Families/Caregivers

- Colleagues

2. How did you use the information gained as a result of your communications?

3. How did you attempt to involve families/caregivers and colleagues in the 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.

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.

depth of knowledge

The mechanism to ensure that the intent of the standard and the level of student demonstration required by that standard matches assessment items (required under NCLB).

Webb's Depth of Knowledge levels:

Recall and Reproduction:	Level 1
Skills & Concepts:	Level 2
Strategic Thinking:	Level 3
Extended Thinking:	Level 4

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 student 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 family or parents 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.

gap groups

Those groups of children in a school or classroom who are not performing at the level of proficiency. They might include those children who are LEP, have IFSPs/IEPs, a 504 plan, or some other special education needs, children in a gender gap, or those who are falling behind because of cultural and/or economic environment.

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/publicpolicy1.html>