

**KENTUCKY TEACHER INTERNSHIP PROGRAM
IECE INTERN PERFORMANCE RECORD**

Teacher Intern: _____
 SSN# _____ Date of Observation _____
 School _____ # _____ District _____ # _____
 Type of Setting/Activity _____

 Ages of Children Observed _____ Total # of Children in Class _____ Number of Children with Special Needs _____
 Number of Assistants _____ Number of Volunteers _____
 Beginning Time _____ Ending Time _____ Length of Observation _____

STANDARD I THE IECE EDUCATOR DESIGNS/PLANS INSTRUCTION

HOLISTIC SCORING OF STANDARD I

In marking both the Analytic Scores of the benchmarks and the Holistic Score for this standard, consider the extent to which the evidence reveals the intern uses developmentally appropriate and research-based practice to design and plan experiences and instruction that support the development and learning for all children, including those with disabilities.

Satisfactory Performance on the Standard 3	Making Progress toward the Standard 2	Not Making Progress toward the Standard 1
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ANALYTIC SCORING OF STANDARD I BENCHMARKS

<i>The IECE educator:</i>	3	2	1	NA
a. designs for all children developmentally appropriate, comprehensive curriculum, instruction, and assessment strategies aligned with program, school, district, and/or state goals.	3	2	1	NA
b. plans developmentally appropriate and activity-based instruction.	3	2	1	NA
c. includes assessments that target learning objectives.	3	2	1	NA
d. individualizes curriculum, instruction plans, and assessment strategies for ALL children.	3	2	1	NA
e. plans for the effective involvement of team members, including assistants, staff, and volunteers, across learning environments.	3	2	1	NA
f. includes knowledge and strategies of multiple disciplines.	3	2	1	NA
g. plans experiences and instruction based on family strengths, resources, priorities, and concerns.	3	2	1	NA

Evidence Supporting Analytic Scores: **(OBSERVATION, Lesson plans, Individual Family Service Plans (IFSPs), Individual Education Programs (IEPs), Pre-Observation Conference, and Transition Plans)**

Analytic Scoring Key

3 – Benchmark is satisfactorily demonstrated.
2 – Benchmark is partially demonstrated – some improvements are needed.
1 – Benchmark is not demonstrated – significant improvements are needed.
NA – Benchmark is not applicable in this context.

STANDARD II**THE IECE EDUCATOR CREATES/MAINTAINS ENVIRONMENT****HOLISTIC SCORING OF STANDARD II**

In marking both the Analytic Scores of the benchmarks and the Holistic Score for this standard, consider the extent to which the evidence reveals the intern uses developmentally appropriate and research-based practice to create and maintain learning environments that support the development and learning for all children, including those with disabilities.

Satisfactory Performance on the Standard 3	Making Progress toward the Standard 2	Not Making Progress toward the Standard 1
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ANALYTIC SCORING OF STANDARD II BENCHMARKS

The IECE educator:				
a. maintains a healthy and safe environment.	3	2	1	NA
b. creates and maintains consistent routines and schedules that engage children and maximize learning.	3	2	1	NA
c. facilitates smooth transitions for children between activities.	3	2	1	NA
d. creates and maintains individually appropriate, activity-based learning environments.	3	2	1	NA
e. adapts environments to support children with special needs and disabilities.	3	2	1	NA
f. creates and maintains culturally responsive environments to support all children and families.	3	2	1	NA
g. creates, evaluates, and selects technology, materials, and media to enhance the learning environment.	3	2	1	NA
h. uses positive guidance techniques to foster children's self-regulation.	3	2	1	NA
i. designs antecedent and consequent conditions to foster child self-regulation and learning.	3	2	1	NA
j. facilitates mutual respect among class members through cooperative and independent learning activities.	3	2	1	NA
Evidence Supporting Analytic Scores: (OBSERVATION, posted schedules, multi-cultural props, documentation of planned transitions, adapted environments, behavioral plans, lesson plans, and reflections)				

Analytic Scoring Key

- 3** – Benchmark is satisfactorily demonstrated.
- 2** – Benchmark is partially demonstrated – some improvements are needed.
- 1** – Benchmark is not demonstrated – significant improvements are needed.
- NA** – Benchmark is not applicable in this context.

HOLISTIC SCORING OF STANDARD III

In marking both the Analytic Scores of the benchmarks and the Holistic Score for this standard, consider the extent to which the evidence reveals the intern uses developmentally appropriate and research-based practice to introduce, implement, and facilitate experiences and instruction that support the development and learning for all children, including those with disabilities.

Satisfactory Performance on the Standard 3	Making Progress toward the Standard 2	Not Making Progress toward the Standard 1
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ANALYTIC SCORING OF STANDARD III BENCHMARKS

The IECE educator:				
a. implements developmentally appropriate, comprehensive curriculum and instruction aligned with program, school, district, and/or state goals.	3	2	1	NA
b. implements instructional strategies that meet the individual needs of each child.	3	2	1	NA
c. engages children in a variety of child-initiated and teacher-facilitated developmentally appropriate activities.	3	2	1	NA
d. provides guidance, cues, and feedback to children to foster self-management and learning.	3	2	1	NA
e. implements culturally responsive learning experiences to support children and their families.	3	2	1	NA
f. implements and supports family-centered activities that reflect each family's resources, priorities, and concerns.	3	2	1	NA
g. involves all team members in instructional activities.	3	2	1	NA

Evidence Supporting Analytic Scores: (**OBSERVATION, lesson plans, and multi-cultural props(i.e., books, pictures)**)

Analytic Scoring Key

- 3** – Benchmark is satisfactorily demonstrated.
- 2** – Benchmark is partially demonstrated – some improvements are needed.
- 1** – Benchmark is not demonstrated – significant improvements are needed.
- NA** – Benchmark is not applicable in this context.

HOLISTIC SCORING OF STANDARD IV

In marking both the Analytic Scores of the benchmarks and the Holistic Score for this standard, consider the extent to which the evidence reveals the intern, in collaboration with others, uses developmentally appropriate and research-based practice to assess and support the development and on-going learning for all children, including those with disabilities.

Satisfactory Performance on the Standard 3	Making Progress toward the Standard 2	Not Making Progress toward the Standard 1
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ANALYTIC SCORING OF STANDARD IV BENCHMARKS

The IECE educator:				
a. selects and implements developmentally appropriate assessments, aligned with program, school, district, and/or state goals, to evaluate instruction.	3	2	1	NA
b. uses a systematic process for collecting ongoing assessment data to monitor child progress and/or family outcomes.	3	2	1	NA
c. participates in the team process to determine program eligibility and development of IEPs and/IFSPs.	3	2	1	NA
d. uses multiple modes and methods of assessment sensitive to unique cultural and learning needs.	3	2	1	NA
e. involves families and other team members in the assessment process.	3	2	1	NA
f. interprets and communicates assessment results to families and other team members.	3	2	1	NA

Evidence Supporting Analytic Scores: (**OBSERVATION, children's portfolio samples, documentation of assessment system, daily records of child progress and assessment data, conference summaries, family conference summary forms, and progress reports to families**)

Analytic Scoring Key

- 3** – Benchmark is satisfactorily demonstrated.
- 2** – Benchmark is partially demonstrated – some improvements are needed.
- 1** – Benchmark is not demonstrated – significant improvements are needed.
- NA** – Benchmark is not applicable in this context.

STANDARD V**THE IECE EDUCATOR REFLECTS/EVALUATES PROFESSIONAL PRACTICES****HOLISTIC SCORING OF STANDARD V**

In marking both the Analytic Scores of the benchmarks and the Holistic Score for this standard, consider the extent to which the evidence reveals the intern reflects on and evaluates his/her professional practice to support the development and learning for all children, including those with disabilities.

Satisfactory Performance on the Standard 3	Making Progress Toward the Standard 2	Not Making Progress Toward the Standard 1
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ANALYTIC SCORING OF STANDARD V BENCHMARKS

The IECE educator:				
a. engages in on-going self-evaluation of professional practices to improve child learning.	3	2	1	NA
b. develops an on-going plan for improving instructional practice to advance children's learning and development.	3	2	1	NA
c. implements and evaluates a plan for advancing children's learning and development.	3	2	1	NA
d. analyzes the involvement and effectiveness of team members in instruction.	3	2	1	NA

Evidence Supporting Analytic Scores: **(Lesson Plans, PGP, Action Plan, Post-Observation Conference, and portfolio review)**

Analytic Scoring Key

- 3** -Benchmark is satisfactorily demonstrated.
- 2** -Benchmark is partially demonstrated – some improvements are needed.
- 1** -Benchmark is not demonstrated – significant improvements are needed.
- NA** -Benchmark is not applicable in this context.

STANDARD VI**THE IECE EDUCATOR COLLABORATES WITH COLLEAGUES/FAMILIES/OTHERS****HOLISTIC SCORING OF STANDARD VI**

In marking both the Analytic Scores of the benchmarks and the Holistic Score for this standard, consider the extent to which the evidence reveals the intern collaborates with team members, families, and others to design and implement experiences and instruction that support the development and learning for all children, including those with disabilities.

Satisfactory Performance on the Standard 3	Making Progress toward the Standard 2	Not Making Progress toward the Standard 1
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ANALYTIC SCORING OF STANDARD VI BENCHMARKS

The IECE educator:				
a. participates as an effective team member and demonstrates appropriate interpersonal skills to support collaboration in early childhood settings.	3	2	1	NA
b. demonstrates effective methods of communication that value the role, skills, input, and expertise of families, colleagues, and others.	3	2	1	NA
c. collaborates with families to promote child development and transition through information sharing, joint decision making, and program planning.	3	2	1	NA
d. collaborates with team members to promote child development and transition through information sharing, joint decision making, and program planning.	3	2	1	NA
e. collaborates with community members and agencies to provide resources to promote child development and learning.	3	2	1	NA
f. articulates individual outcomes and unique needs for each child to staff and volunteers.	3	2	1	NA
g. provides on-going, constructive feedback to team members on professional practices.	3	2	1	NA
h. uses adult learning principles in collaboration with team members.	3	2	1	NA

Evidence Supporting Analytic Scores: **(OBSERVATION, phone logs, documentation from home visits, newsletters, e-mails and minutes from collaborative meetings, and membership in community professional organizations related to IECE)**

Analytic Scoring Key

- 3** – Benchmark is satisfactorily demonstrated.
- 2** – Benchmark is partially demonstrated – some improvements are needed.
- 1** – Benchmark is not demonstrated – significant improvements are needed.
- NA** – Benchmark is not applicable in this context.

STANDARD VII**THE IECE EDUCATOR ENGAGES IN PROFESSIONAL DEVELOPMENT****HOLISTIC SCORING OF STANDARD VII**

In marking both the Analytic Scores of the benchmarks and the Holistic Score for this standard, consider the extent to which the evidence reveals the intern engages in professional development designed to increase his/her ability to expand knowledge of child development, diversity, and interdisciplinary and family-centered practices that support the development and learning of all children, including those with disabilities.

Satisfactory Performance on the Standard 3	Making Progress toward the Standard 2	Not Making Progress toward the Standard 1
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ANALYTIC SCORING OF STANDARD VII BENCHMARKS

<i>The IECE educator:</i>				
a. assesses his/her professional performance level.	3	2	1	NA
b. identifies priority needs of professional development.	3	2	1	NA
c. designs a plan to address professional growth needs.	3	2	1	NA
d. engages in ongoing professional activities (i.e., participation in professional organizations, seeking expertise from multiple sources, and using applied research).	3	2	1	NA
e. shows evidence of professional growth resulting from the implementation of the plan.	3	2	1	NA
f. applies professional ethics, practice, and legal mandates in early childhood settings.	3	2	1	NA
Evidence Supporting Analytic Scores: <i>(Membership in community and professional state, local, and national associations, PGP, reflections, documentation of attendance at professional development training, and post-conference interview)</i>				

Analytic Scoring Key

- 3** – Benchmark is satisfactorily demonstrated.
- 2** – Benchmark is partially demonstrated – some improvements are needed.
- 1** – Benchmark is not demonstrated – significant improvements are needed.
- NA** – Benchmark is not applicable in this context.

STANDARD VIII**THE IECE EDUCATOR SUPPORTS FAMILIES****HOLISTIC SCORING OF STANDARD VIII**

In marking both the Analytic Scores of the benchmarks and the Holistic Score for this standard, consider the extent to which the evidence reveals the intern uses developmentally appropriate and research-based practice to support families.

Satisfactory Performance on the Standard 3	Making Progress Toward the Standard 2	Not Making Progress Toward the Standard 1
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ANALYTIC SCORING OF STANDARD VIII BENCHMARKS

The IECE educator:				
a. assists families in articulating resources, priorities, and concerns.	3	2	1	NA
b. individualizes interactions and activities that demonstrate sensitivity to characteristics of each child's family and community.	3	2	1	NA
c. facilitates communication of legal, procedural, and program-related information to families using appropriate methods of communication (i.e., in jargon-free native language, sign language, or through an interpreter).	3	2	1	NA
d. applies adult learning principles in family education activities.	3	2	1	NA
e. respects and provides on-going support for the family's preferred level of involvement in educational activities.	3	2	1	NA

Evidence Supporting Analytic Scores: ***(IEPs, ISFPs, documentation of home visits, examples of family communication, referral to Family Resource Center, and documentation of communication and activities with families in a variety of formats, language, and reading abilities)***

Analytic Scoring Key

- 3** – Benchmark is satisfactorily demonstrated.
- 2** – Benchmark is partially demonstrated – some improvements are needed.
- 1** – Benchmark is not demonstrated – significant improvements are needed.
- NA** – Benchmark is not applicable in this context.

HOLISTIC SCORING OF STANDARD

In marking both the Analytic Scores of the benchmarks and the Holistic Score for this standard, consider the extent to which the evidence reveals the intern uses developmentally appropriate and research-based practice to utilize technology that supports the development and learning of all children, including those with disabilities.

Satisfactory Performance on the Standard 3	Making Progress toward the Standard 2	Not Making Progress toward the Standard 1
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ANALYTIC SCORING OF STANDARD IX BENCHMARKS

The IECE educator:	3	2	1	NA
a. uses multiple applications to support child learning.	3	2	1	NA
b. selects appropriate technology to enhance instruction.	3	2	1	NA
c. engages children in their use of technology.	3	2	1	NA
d. uses technology to meet special needs of children.	3	2	1	NA
e. promotes ethical and legal use of technology disciplines.	3	2	1	NA
Evidence Supporting Analytic Scores: (Use of assistive technology, communication boards, pictures, multi-media, IEPs, ISFPs, lesson plans, teacher websites, on-line assessments, and e-mails to family and team members)				

Analytic Scoring Key

- 3** – Benchmark is satisfactorily demonstrated.
- 2** – Benchmark is partially demonstrated – some improvements are needed.
- 1** – Benchmark is not demonstrated – significant improvements are needed.
- NA** – Benchmark is not applicable in this context.

Strengths and Priority Areas for Growth

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

Observer's Name (print) _____

Observer's Signature _____

Intern's Signature _____