

Assessment

About this Assessment

This evaluation is to be completed at the conclusion of the time the Boyce Teacher Candidate is in the classroom/setting. In order to give guidance and clear areas of improvement to the student, please do not mark each rubric grade "advanced." Boyce College is seeking to understand if the teacher candidates are possessing the necessary dispositions we feel critical in producing an effective teacher: Professionalism, Service, Collaboration, and Servant-Leader. Also, Boyce EPP is wanting to data to determine if teacher candidates in the clinical experience classroom possess the KTS/INTASC standards for teaching. Additional feedback and comments are desired to help the student improve performance and for the TEP program to make necessary changes. This key assessment is to be used for ED200, ED220, ED230, ED310, ED311, ED320, ED330, ED340, ED410, ED420, ED425, ED485, and ED490.

If you **DO NOT** observe a portion of the evaluation, please provide a comment for clarification. Several classes/field experience placements require the field experience student to teach multiple lessons. In this instance, there will be multiple assessment rubrics in LiveText for the cooperating teacher to complete.

A copy of this assessment has been provided to the teacher candidate.

Holistic scores are not mathematical calculations.

BEGINNER: The teacher candidate does not sufficiently demonstrate the ability to display the necessary qualities, attitudes, or skills in the areas of professionalism, knowledge, servant leadership, collaboration, reflective practitioner, and knowledge of diversity. This candidate relies on continual guidance and assistance from the cooperating teacher to meet minimum requirements.

DEVELOPING: The teacher candidate at times demonstrates the ability to display the necessary qualities, attitudes, or skills in the areas of professionalism, knowledge, servant leadership, collaboration, reflective practitioner, and knowledge of diversity. This candidate relies on some support from the cooperating teacher to become more self-directed.

TARGET: The teacher candidate demonstrates the ability to display the necessary qualities, attitudes, or skills in the areas of professionalism, knowledge, servant leadership, collaboration, reflective practitioner, and knowledge of diversity. This candidate responds well to feedback from the cooperating teacher and is able to teach without assistance.

ADVANCED: The teacher candidate demonstrates a full capability to exhibit and model the necessary qualities, attitudes, or skills in the areas of professionalism, knowledge, servant leadership, collaboration, reflective practitioner, and knowledge of diversity. This candidate needs minimal input from the cooperating teacher to conduct him/herself successfully in all areas of the school community.

Knowledge

	Beginner (1.000 pt)	Developing (2.000 pts)	Target (3.000 pts)	Advanced (4.000 pts)
Demonstrates the applied content knowledge (1.000, 14%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.4	Does not know the subject matter of the areas of teaching for elementary grades	Shows evident areas of weakness in the required knowledge for effective teaching in elementary subject areas.	Shows a level of mastery in being able to communicate concepts, process, and knowledge. Connects content to life experiences of students while demonstrating instructional strategies that are appropriate for content and contribute to student learning. Guides students to understand content from various perspectives. Identifies and addresses students' misconceptions of content.	Is able to clearly communicate concepts, process, and knowledge. Connects content to life experiences of students while demonstrating varied instructional strategies that are appropriate for content and contribute to student learning. Guides students to understand content from various perspectives. Identifies and addresses students' misconceptions of content.
Demonstrates skills of teacher designs and plans of instruction (1.000, 14%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.4	Does not demonstrate knowledge of the variety of strategies that should be used for effective student learning	Demonstrates a limited understanding of developing objectives aligned to standards. Assessments and instructional strategies are inconsistently used to guide instruction. Has a limited understanding of the many different strategies available for effective student learning and development.	Shows an appropriate level of developing objectives aligned to standards. Assessments and instructional strategies are used to guide instruction. Demonstrates an adequate knowledge of the many different strategies for student learning and development.	Demonstrates the ability to develop objectives aligned with standards and uses contextual data to design instruction. Plans assessments and instructional strategies to guide instruction. Facilitates multiple levels of learning. Demonstrates the use of new and effective strategies for student learning and development.
Creates and Maintains a learning climate (1.000, 14%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.4	Lacks the necessary skills for creating a positive learning environment through effective classroom management.	Minimally demonstrates a knowledge of classroom dynamics for a positive learning environment.	Demonstrates an appropriate level of knowledge of communicating high expectations. Mutual respect is fostered between teacher and students and among students while providing a safe environment for learning.	Demonstrates a mastery of communicating high expectations while establishing a positive learning environment. Mutual respect is fostered between teacher and students and among students while providing a safe environment for learning.
Demonstrates awareness of diversity in the educational process (diverse learners, colleagues, and	Does not demonstrate a knowledge of diversity in the teaching/learning process nor in the school environment at large.	Minimally demonstrates the necessary knowledge of diversity for dealing with the diverse needs of learners, or for understanding the diversity of schools.	Has a working knowledge of using a variety of instructional strategies that align with learning objectives and actively engages students while implementing instruction based on diverse student needs and assessment data. Implements and manages instruction in ways that facilitate higher order thinking.	Demonstrates a full knowledge of using a variety of instructional strategies that align with learning objectives and actively engages students while implementing instruction based on diverse student needs and assessment data. Time is used effectively within the classroom while space and materials are used effectively. Implements and

approaches to teaching). (1,000, 14%) INTASC-2010.4				manages instruction in ways that facilitate higher order thinking.
Applies assessment skills and feedback for more effective learning (1,000, 14%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.4	Does not demonstrate effective assessment skills and does not provide feedback for more effective learning.	Minimally applies assessment or provides feedback for the improvement of instruction and learning.	Applies some assessments and feedback at all phases of the teaching/learning process for improved teaching and learning. The assessments are aligned with the learning objectives to measure student achievement.	Has demonstrated exceptional skill in the application of assessing and communicating learning results to students and others. The use of pre-assessment, formative assessments, and summative assessments are used consistently while aligned with the learning objectives to measure student achievement.
Demonstrates the implementation of technology (1,000, 14%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.4	Does not demonstrate a skilled use of technology to promote student learning.	Is reluctant to use technology in the practices of effective teaching.	Uses technology appropriately and effectively in the teaching/learning process. Ethical and legal use of technology is used.	Demonstrates the usage of available technology to design and plan instruction which facilitates student learning. Student use of available technology is integrated into instruction. Technology is used to assess and communicate student learning. Ethical and legal use of technology is used.
Holistic Score for Knowledge (not a mathematical calculation) (1,000, 14%)	The candidate does not know the subject matter or demonstrate effective teaching strategies. Does not create a positive learning environment or present a knowledge of diversity. Does not use effective assessment skills or a use of technology.	The candidate shows weaknesses in knowing the subject matter or demonstrating effective teaching strategies. Minimally creates a positive learning environment or presents a knowledge of diversity. Minimally uses effective assessment skills or technology.	The candidate shows mastery in knowing the subject matter and guiding students through effective teaching strategies. Appropriately creates a positive learning environment and presents a knowledge of diversity. Applies some effective assessment skills and use of technology.	The candidate shows mastery in knowing the subject matter and guiding students through effective teaching strategies and clear communication of concepts. Appropriately creates a positive learning environment and presents a knowledge of diversity to actively engage all students. Applies a variety of multiple effective assessment skills and use of technology.

Diversity

	Beginner (1,000 pt)	Developing (2,000 pts)	Target (3,000 pts)	Advanced (4,000 pts)
Sets high expectations for all learners to achieve individual excellence (1,000, 14%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10 INTASC-2010.2 INTASC-2010.4	Has low expectations for the learners and attempts to make the work too easy for the learners.	Does not always set high expectations for the learners.	Always sets high expectations for the learners and implements those expectations in the teaching/learning process.	Is the example to other professionals for setting high expectations and implementing them in the teaching/learning process.
Exhibits persistence in helping all children achieve success (1,000, 14%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10 INTASC-2010.2 INTASC-2010.4	Does not exhibit persistence in helping all children achieve success	Shows some persistence in helping students achieve success	Adequately shows persistence in helping all children achieve success	Is a model of helping all children achieve success, and persistency pursues the success of all students.
Shows respect for the diverse nature of learning and for the diversity of each student (1,000, 14%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10 INTASC-2010.2 INTASC-2010.4	Demonstrates biased views and even prejudice toward others	Demonstrates some attitudes of inequitable and disrespectful behavior toward some of the learners.	Demonstrates equity and respect toward all diverse learners.	Demonstrates equity and respect for all learners to the extent that he/she models it for all others.
Seeks to understand each student's various skills, interests and family background (1,000, 14%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10 INTASC-2010.2 INTASC-2010.4	Does not seek to understand students various skills, interest and family background	Demonstrates some initiative to understand students various skills, interest and family background	Actively seeks to understand all students' various skills, interest and family background	Sets a high example to other professionals in seeking to understand students' diverse skills, interests and family background
Recognizes	Does not demonstrate a knowledge of	Does not demonstrate the necessary	Has a working knowledge of diversity for	Demonstrates a full knowledge of the

<p>the community nature of the school with different religions, ethnicities, and cultural norms. (1,000, 14%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10 INTASC-2010.2 INTASC-2010.4</p>	diversity in the teaching/learning process nor in the school environment at large.	knowledge of diversity in dealing with the diverse needs of learners, or for understanding the diversity of schools.	dealing with the needs of different learners and for the diversity that exists in schools in general.	diversity of students and of schools in general.
<p>Helps learners to value their own potential and to value others also (1,000, 14%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10 INTASC-2010.2 INTASC-2010.4</p>	Demonstrates a lack of helping learners to value their own and others' potential	Sometimes does not help learners to value their own and other's potential	Helps learners to value their own potential and to value others also.	Is the consummate example of a teacher helping learners to value their own potential and to value others also.
<p>Holistic score for Diversity (not a mathematical calculation) (1,000, 14%)</p>	The candidate does not have high expectations for learners and persist in helping them achieve success. Demonstrates biased views and does not seek to understand students' backgrounds. Does not demonstrate a knowledge of diversity within the school. Does not help learners value their own potential.	The candidate does not always set high expectations for learners and at times persists in helping them achieve success. Demonstrates some biased views and attempts to understand students' backgrounds. Does not demonstrate the necessary knowledge of diversity within the school. Sometimes does not help learners value their own potential.	The candidate always sets high expectations for learners and adequately persists in helping them achieve success. Demonstrates equity and actively seeks to understand students' backgrounds. Has a working knowledge of diversity within the school. Helps learners value their own and others' potential.	The candidate is a model to always sets high expectations for learners and persists in help all learners achieve success. Sets an example to demonstrate equity and actively seeks to understand students' backgrounds. Has a full knowledge of diversity within the school. Is the consummate example to help learners value their own and others' potential.

Professionalism

	Beginner (1,000 pt)	Developing (2,000 pts)	Target (3,000 pts)	Advanced (4,000 pts)
<p>Professional appearance and demeanor (1,000, 20%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10</p>	Does not dress by recognized professional standards, and does not present in a professional manner.	Does not dress according to all expectations of the teaching profession and is not always aware of professional demeanor.	Shows a full awareness of the expectations to dress professionally and present a professional demeanor.	Goes beyond the expectations of the teaching profession for dress and excels in presentation in front of other professionals and parents.
<p>Punctuality and attendance (1,000, 20%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10</p>	Is habitually late for the assigned time, and has been frequently absent	Is late or absent from duties more than a professional should be.	Shows an awareness of the importance of being punctual and attending all functions of the profession.	Never is late or absent
<p>Positive and enthusiastic attitude (1,000, 20%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10</p>	Habitually expresses negative thought and lacks any enthusiasm about the teaching profession.	Needs to work on some areas of more positive attitude and more enthusiasm about the teaching profession as a whole.	Expresses a positive attitude and is enthusiastic about the teaching profession	Is contagious in the expression of a positive attitude and in enthusiasm for the profession of teaching.
<p>Initiative in professional tasks (e.g. planning, meetings, leadership, etc.) (1,000, 20%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10</p>	Lacks the professional initiative expected of the professional teacher.	Lets others take the initiative and then jumps in when required to do so	Takes the necessary initiative to perform well in all professional tasks.	Is the model professional in taking the initiative in all professional tasks.
<p>Holistic score for Professionalism (not a mathematical calculation) (1,000, 20%)</p>	The candidate does not dress or present his/herself in a professional manner, Is habitually late and frequently absent. Expresses negative thoughts and lacks any enthusiasm about teaching. Also lacks professional initiative expected of the professional teacher.	The candidate does not dress or present his/herself to all expectations of the teaching profession. Is late more than a professional should be. Needs to work on areas to have a more positive attitude and enthusiasm about the teaching profession. lets others take the initiative and them jumps in when required.	The candidate shows a full awareness to dress and present his/herself in a professional demeanor. Show awareness of being punctual and attending all functions. Expresses a positive and enthusiastic attitude about teaching. Takes necessary initiative to perform well in all professional tasks.	The candidate goes beyond the expectations to dress and present his/herself in professional demeanor and excels in front of professionals and parents. is never late or absent. Is contagious with a positive attitude and enthusiasm for teaching. Is the model professional in taking initiative in all tasks.

Servant Leadership

	Beginner (1,000 pt)	Developing (2,000 pts)	Target (3,000 pts)	Advanced (4,000 pts)
<p>Displays an attitude of servitude with</p>	Displays no attitude of a servant-leader for working with others to create a	Shows only a minimal appreciation for the need to be the servant-leader for	Demonstrates the necessary servant-leader attitude to work successfully in	Is the consummate example of the servant-leader for developing a

colleagues, parents, and supervisors (1.000, 25%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10 INTASC-2010.9.0	professional learning community in the schools.	success in creating a professional learning community in the schools.	the creation of a professional learning community in the schools.	professional learning community in the schools.
Demonstrates equitable and respectful behavior toward all types of diverse learners. (1.000, 25%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10 INTASC-2010.9.0	Demonstrates biased views and even prejudice toward others' views and beliefs.	Demonstrates some attitudes of inequitable and disrespectful behavior toward some of the learners.	Demonstrates equity and respect toward all diverse learners.	Demonstrates equity and respect for all learners to the extent that he/she models it for all others.
Demonstrates qualities of Servant-Leadership (1.000, 25%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10 INTASC-2010.9.0	Does not demonstrate any desire or skills necessary for servant-leadership in the teaching profession.	Does not consistently demonstrate qualities of servant-leadership in relations with colleagues and parents.	Definitely demonstrates qualities of servant-leadership in his/her teaching and relationships with colleagues and parents.	Is the model for other professionals by demonstrating the highest qualities of servant-leadership in the teaching profession.
Holistic Score for Servant Leadership (not a mathematical calculation) (1.000, 25%)	The candidate does not display an attitude or servant leader for working with others to create a professional learning community, and does not demonstrate any desire or skills necessary for servant-leader in the teaching profession.	The candidate shows minimal appreciation to be a servant-leader for success in creating a professional learning community, and does not consistently demonstrate servant-leader qualities with colleagues and parents.	The candidate demonstrate the necessary servant-leadership attitude to work successfully in creating a professional learning community and demonstrates servant-leadership qualities with colleagues and parents.	The candidate is the consummate example of servant-leader for developing a professional learning community, and is the model for other professionals in the highest qualities of servant-leadership in the teaching profession.

Collaboration

	Beginner (1.000 pt)	Developing (2.000 pts)	Target (3.000 pts)	Advanced (4.000 pts)
Communication skills (1.000, 16%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10 INTASC-2010.9.0	Communication skills are extremely weak and often uses poor grammar.	Has weaknesses in the skills of writing and speaking that need to be corrected.	Communicates with excellent but not flawless skills of writing and speaking.	Flawless skills of communication in both writing and speaking.
Collaborates with others to promote a professional learning community (1.000, 16%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10 INTASC-2010.9.0	Does not demonstrate a desire to work with or collaborate with others in the goal to improve the learning community of the school.	Does not display much desire to collaborate with others for a more effective learning environment for the students.	Seeks to collaborate with others on a regular basis to increase the learning effectiveness of the students become self-sufficient individuals, and to become team members, and integrate knowledge effectively.	Collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge
Works effectively in group situations (1.000, 16%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10 INTASC-2010.9.0	Has difficulty working effectively in groups and does not identify parties that could be used for collaboration	Does not work particularly well in group situations. Identifies parties that could be used in collaboration BUT does not design a plan to enhance student learning.	Works to identify students whose learning could be enhanced by collaboration. Includes all parties in a collaborative effort.	Identifies students whose learning could be enhanced by collaboration and then designs a plan to enhance student learning that includes all parties in the collaborative effort.
Demonstrates respect for other views, opinions, and approaches to teaching (1.000, 16%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.10 INTASC-2010.9.0	Demonstrates a lack of respect for other teachers ideas and different approaches of teaching.	At times does not show respect for others views, opinions, and approaches to teaching.	Shows a respect for others views, opinions, and different teaching approaches that makes others comfortable with him/her.	Demonstrates to others that their views, opinions, and different teaching strategies are greatly respected.
Manages group dynamics meaningfully (1.000, 16%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3	Does not demonstrate the ability to use group exercises for effective learning.	Needs to learn better management skills for more meaningful group dynamics.	Demonstrates appropriate working skills for the management of meaningful group dynamics.	Demonstrates exemplary skills of management of group dynamics for others to emulate.

INTASC-2010.10 INTASC-2010.9.0				
Holistic score for collaboration (not a mathematical calculation) (1,000, 16%)	The candidate is the consummate example of servant-leader for developing a professional learning community, and is the model for other professionals in the highest qualities of servant-leadership in the teaching profession.	Has weaknesses in the skills of writing and speaking. Does not work particularly well in group situations. Sometimes does not show respect for others' views, opinions, and approaches to teaching.	Communicates with excellent writing and speaking skills. Works very well in group situations with professionals and learners. Shows respect for others' views, opinions and different teaching approaches that make others comfortable with him/her.	Flawless skills in writing and speaking communication. Is a model for other professionals in the skills of working effectively in group situations. Demonstrates to others that their views, opinions, and different teaching strategies are greatly respected.

Reflective Practitioner

	Beginner (1,000 pt)	Developing (2,000 pts)	Target (3,000 pts)	Advanced (4,000 pts)
Reflects and evaluates teaching and learning (1,000, 20%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.9.0	Does not practice the use of formative OR summative data about areas of improvement.	Demonstrates the use of formative OR summative performance data	Demonstrates the use of formative and summative performance data to understand the learning needs of all students.	Uses formative and summative performance data to determine the learning needs of all students.
Accepts constructive criticism and reflects upon the need to modify her/his instructi (1,000, 20%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.9.0	Responds defensively to criticism and suggestions of the need to improve his/her behavior.	Is not always receptive to criticism and does not always demonstrate the need to reflect on his/her own behaviors for improvement.	Is receptive to any criticism that is offered and takes it as constructive, and uses it to reflect on areas for improvement.	Is the example for others to follow as a teacher who uses all criticism to improve and who routinely reflects on his/her behaviors for improvement.
Varies teaching strategies and materials to address individual learner needs (1,000, 20%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.9.0	Fails to use any variety in the teaching/learning process for meeting different learner needs.	Tends to overuse some strategies that ignore the needs of some of the learners.	Uses a variety of strategies in the teaching/learning process for differentiation of instruction.	Sets the example for others in the use of different strategies for differentiation of instruction
Uses data to reflect on and identify areas for professional growth (1,000, 20%) CAEP-ACC-2013.2.3 CAEP-ACC-2013.5.3 INTASC-2010.9.0	Shows no evidence of the use of reflection to improve professional practices.	Does not demonstrate a need for reflection as a regular part of the growth of the professional teacher.	Routinely demonstrates the practice of reflecting on teaching practices for professional growth.	Is the example to other professionals for the need to be constructively reflecting on ones teaching for professional growth.
Holistic Score for teacher as a reflective practitioner (not a mathematical calculation) (1,000, 20%)	The candidate does not reflect about areas of improvement to improve professional practices and responds defensively to criticism. Fails to vary teaching strategies.	The candidate at times reflects about areas of improvement to improve professional practices and is not always receptive to criticism. Minimally varies teaching strategies.	The candidate reflects about areas of improvement to improve professional practices and is receptive to criticism. Uses a variety of teaching strategies.	The candidate constantly reflects about areas of improvement to improve professional practices in every way and is receptive to criticism in order to improve. Uses a variety of teaching strategies for the purpose of differentiation.

Holistic Score for Teacher Candidate Evaluation

	Beginner (1,000 pt)	Developing (2,000 pts)	Target (3,000 pts)	Advanced (4,000 pts)
Holistic Score for Teacher Candidate Evaluation (not a mathematical calculation) (1,000, 100%)	The teacher candidate does not sufficiently demonstrate the ability to display the necessary qualities, attitudes, or skills in the areas of professionalism, knowledge, servant leadership, collaboration, reflective practitioner, and knowledge of diversity. This candidate relies on continual guidance and assistance from the cooperating teacher to meet minimum requirements.	The teacher candidate at times demonstrates the ability to display the necessary qualities, attitudes, or skills in the areas of professionalism, knowledge, servant leadership, collaboration, reflective practitioner, and knowledge of diversity. This candidate relies on some support from the cooperating teacher to become more self-directed.	The teacher candidate demonstrates the ability to display the necessary qualities, attitudes, or skills in the areas of professionalism, knowledge, servant leadership, collaboration, reflective practitioner, and knowledge of diversity. This candidate responds well to feedback from the cooperating teacher and is able to teach without assistance.	The teacher candidate demonstrates a full capability to exhibit and model the necessary qualities, attitudes, or skills in the areas of professionalism, knowledge, servant leadership, collaboration, reflective practitioner, and knowledge of diversity. This candidate needs minimal input from the cooperating teacher to conduct him/herself successfully in all areas of the school community.

Standards

ACEI-2007.1	Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.
ACEI-2007.3.5	Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
ACEI-2007.5.1	Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of

research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

- ACEI-2007.5.2** Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.
- CAEP-ACC-2013.2.3** Collaboration with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students' learning and development.
- CAEP-ACC-2013.5.3** The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time and uses results to improve program elements and processes.
- INTASC-2010.10** Collaboration: The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.
- INTASC-2010.2** Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.
- INTASC-2010.4** Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
- INTASC-2010.9.0** Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.
- KY-KTS-08.1** THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
- KY-KTS-08.2** THE TEACHER DESIGNS AND PLANS INSTRUCTION: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.3** THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.4** THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.5** THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
- KY-KTS-08.6** THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
- KY-KTS-08.7** REFLECTS ON AND EVALUATES TEACHING AND LEARNING: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
- KY-KTS-08.8** COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.