Tier 3 Addendum – Early Childhood

IPTS Standard	0	1 - Unsatisfactory	2 - Basic	3 – Proficient	4 - Exceptional
			Expected Range		
1b Knowing and understanding the multiple influences on early development and learning	Not Observed	The candidate demonstrates a lack of knowledge and understanding of multiple influences on early development and learning.	The candidate occasionally demonstrates knowledge and understanding of multiple influences on early development and learning.	The candidate regularly demonstrates knowledge and understanding of multiple influences on early development and learning.	The candidate consistently and accurately demonstrates knowledge and understanding of multiple influences on early development and learning.
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8	Not Observed	Lacks knowledge of theories and philosophies of learning and human development. Minimal knowledge about how students learn. Lacks knowledge and understanding of young children's characteristics and needs birth to age 8.	Occasionally demonstrates knowledge of theories and philosophies of learning and human development. Occasionally applies theories to the whole class rather than to individual students. Occasionally demonstrates knowledge and understanding of young children's characteristics and needs birth to age 8.	Regularly demonstrates appropriate knowledge of theories and philosophies of learning and human development. Applies theories to individual and groups of students. Regularly demonstrates knowledge and understanding of young children's characteristics and needs birth to age 8.	Demonstrates extensive knowledge of theories and philosophies of learning and human development. Observes learners and seeks resources to adjust teaching. Systematically seeks out information about the learner from several sources. Uses information about learner interest to engage learners in a variety of learning experiences to capitalize on strengths and build on weaknesses.
5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.	Not Observed	Material presented is factually inaccurate, student errors and misconceptions are not corrected. Organization, explanation and presentation of the content frequently contributes to confusion. Meaningful applications to real life are not attempted. Appropriate interdisciplinary connections are not made.	Occasionally demonstrates knowledge in the discipline but is unable to determine key concepts and relationships. Organization, explanation and presentation of the content contributes to confusion, attempts at application to real life are made. Attempts at appropriate interdisciplinary connections are apparent.	Material presented is factually accurate, student misconceptions are regularly addressed. Organization, explanation and presentation of the content is adequate. Frequent attempts at application to real life are made, and some are successful. Frequent attempts at appropriate interdisciplinary connections are apparent, and some are successful.	Material presented is factually accurate, student misconceptions and errors are discussed and accurate conceptual understandings are developed. Organization, explanation and presentation of the content contribute to student understanding. The learners are engaged in applying methods of inquiry and standards of evidence used in the discipline. Learners are encouraged to see relationship across disciplines, teacher engages learners in applying content knowledge and skills in authentic contexts.

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.	Not Observed	Does not know how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines. Demonstrates an inability to use technology to support instruction and enhance student learning. Little to no understanding of appropriate pedagogy. Fails to demonstrate knowledge using appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful curriculum.	Minimal attempts at accessing the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines. Struggles with fluency in technology systems, does not use technology to support instruction and enhance student learning or uses technology inappropriately. Limited use of appropriate pedagogy. Occasionally demonstrates knowledge using appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful curriculum.	Knows how to accesses the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines, evaluates and modifies instructional resources for comprehensiveness and accuracy. Demonstrates fluency with technology, attempts are made at using technology to support instruction and enhance student learning. Understands and demonstrates knowledge using appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful curriculum.	Regularly accesses the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines, accurately evaluates and modifies instructional resources for comprehensiveness and accuracy Demonstrates fluency in technology systems, uses technology appropriately to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines. Uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners. Regularly and accurately demonstrates knowledge using appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful curriculum
3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	Not Observed	Technology is not incorporated into the lesson plans even when it is an appropriate tool to assist student learning. Lacks the ability to demonstrate an understanding and practice of responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.	Occasionally demonstrates an understanding and practice of responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. Technology is occasionally incorporated into the lesson plan and occasionally available to assist student learning.	Appropriately demonstrates an understanding and practice of responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. Regularly incorporates technology into the lesson plan and makes technology available to assist student learning.	Regularly demonstrates an understanding and practice of responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities Regularly and appropriately integrates technology into meaningful student learning experiences and makes technology available to assist learners.

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4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children	Not Observed	Group work is never used. Fails to demonstrate understanding of positive relationships and supportive interactions as the foundation of working with young children.	Group work is used occasionally, but the learners are not focused and unproductive. Occasionally demonstrates understanding of positive relationships and supportive interactions as the foundation of working with young children.	Group work is regularly and appropriately used. Students work cooperatively and productively in groups. Demonstrates an understanding of positive relationships and supportive interactions as the foundation of working with young children.	Group work is used when appropriate. Teacher develops experiences that engage learners in collaborative and self- directed learning and intentionally builds learner capacity to collaborate. Develops student's ability to participate in respectful, constructive discussions in small and whole group settings. Regularly demonstrates an understanding of positive relationships and supportive interactions as the foundation of working with young children.
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection.	Not Observed	Fails to demonstrate knowledge about and use of observation, documentation, and other appropriate assessment tools and approaches for assessment and data collection. Assessments are not aligned to outcomes. Students are not aware of assessment criteria. Little monitoring of student learning.	Occasionally demonstrates knowledge about and use of observation, documentation, and other appropriate assessment tools and approaches for assessment and data collection. Assessments are partially aligned to outcomes. Students are not always aware of assessment criteria or criteria is not clear. Monitoring of student learning and feedback is inconsistent. Formative assessment used but needs improvement.	Demonstrates knowledge about and use of observation, documentation, and other appropriate assessment tools and approaches for assessment and Assessments are consistently aligned to outcomes. Students are often aware of assessment criteria. Monitoring of student learning is regular and feedback is consistent. Formative assessments are planned, and regular.	Consistently and accurately uses observation, documentation, and other appropriate assessment tools and approaches for assessment and data collection. Assessments are aligned to outcomes Students are aware of assessment criteria. Monitoring of student learning is regular, feedback is consistent and high quality. Formative assessment is regularly planned and used for meaningful purposes. Teacher designs or adapts a variety of formative assessments, matches learning goals with assessment tools, gives learners multiple practice assessments to promote growth, and differentiates assessments.

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2c: Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning	Not Observed	Fails to collaborate with the community and utilize resources to enhance student learning and explore careers when it is appropriate. Fails to involve families and communities in young children's development and learning. Fails to engage in appropriate collaboration and relationship development with the family of each student. Communication about student progress is minimal with no response to parents concerns, or inappropriate response.	Occasionally engages in collaboration with the community. Occasionally utilizes resources to enhance student learning and explore careers when it is appropriate. Occasionally involves families and communities in young children's development and learning. Occasionally makes attempts to collaborate with families of each student. Occasionally communicates information to families about student progress. Limited responses to parents' concerns.	Regularly collaborates with the community to utilize resources to enhance student learning and explore careers. Involves families and communities in young children's development and learning. Regularly engages in collaboration and relationship development with the family of each student. Information is frequently communicated about student progress and teacher responds to parent concerns.	Gathers, synthesizes and analyzes a variety of data sources inside and outside of the school to adapt instructional practices and other professional behaviors to meet learners needs. Uses resources to deepen his/her understanding of the cultural, ethnic, gender and learning differences among learners and their communities. (InTASC 9 Prog 1). Regularly involves families and communities in young children's development and learning. Engages in collaboration and relationship development with the family of each student. Information is regularly communicated about student progress. Parent concerns receive responses. The teacher elicits information about learners from families and communities. Ongoing communication supports learner development and growth.
6e: Engaging in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies 6e.	Not Observed	Does not engage in advocacy for students and families even when it is appropriate to do so. Does not engage in advocacy for young children and the early childhood profession.	Occasionally engages in advocacy for students and families, some opportunities for engagement are missed. Occasionally engages in advocacy for students and families, some opportunities for engagement are missed.	Engages in legal and ethical advocacy for the learning and well-being of each student and family. Engages in informed advocacy for young children and the early childhood profession.	Engages in legal and ethical advocacy for the learning and well- being of each student and family. Acts in accordance with ethical codes and standards, complies with laws and policies related to learner rights

Student Teacher Name: _____ **Date:** _____

University Supervisor Name: _____ **University Supervisor Signature:** _____

7/2018