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Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Major:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date Reviewed:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Print)

***Scoring Instructions:*** *The Kentucky Teacher Performance Standards below should be evidenced in each candidate’s presentation. Please use the rubric to assess each artifact individually, giving a holistic score to each. Please make sure to score the AACU Oral Communication Value Rubric, also, giving a holistic score to the candidate’s ability to communicate orally, as demonstrated throughout the presentation. These scores will be added, by the committee chair, to the Stage 2 Summative Scoring Insrument upon completion of the candidate’s presentation and submitted to the Education programs’ Data Manager for admission into student teaching.*

***Directions:*** *For each of the artifacts below, please circle/mark the appropriate judged performance level using rubric criteria:*

*4 = Exceeds Target 3 = Target 2 = Acceptable 1 = Unacceptable*

***For stage 2, “3-Target” or “Met” is the standard rating each students needs to be accepted into student teaching.***

***Student Philosophy of Education***

| **\_\_\_\_4 Exceeds Expectations** | **\_\_\_\_3 Target** | **\_\_\_2 Acceptable** | **\_\_\_ 1 Unacceptable** |
| --- | --- | --- | --- |
| Comprehensive and connected statement of beliefs concerning teaching, learning, curriculum, knowledge, and instructional practice that are consistent with the current knowledge base and best practice for teaching  Beliefs are supported with research and based on education theory with correct reference to sources accepted by the education community reflecting best practice. | Clear statement of beliefs concerning teaching, learning, curriculum, knowledge, and instructional practice that are consistent with the current knowledge base and best practice for teaching  Beliefs are supported and based on education theory with correct reference to sources accepted by the education community reflecting best practice. | Statement of beliefs concerning teaching, learning, curriculum, knowledge, and instructional practice that are consistent with the current knowledge base and best practice for teaching  Beliefs are supported and based on education theory | Statement of beliefs concerning teaching, learning, curriculum, knowledge, and instructional practice that are consistent with the current knowledge base and best practice for teaching is limited or missing  Beliefs are minimally stated and based on incorrect education theory or missing |

***Kentucky Teacher Performance Standards:***

**Standard 1:** ***Learner Development***

| **\_\_\_\_4 Exceeds Expectations** | **\_\_\_\_3 Target** | **\_\_\_2 Acceptable** | **\_\_\_ 1 Unacceptable** |
| --- | --- | --- | --- |
| The teacher demonstrates deep understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. | The teacher demonstrates understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. | The teacher demonstrates limited understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. | The teacher demonstrates minimal or no understanding how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. |

**Standard 2:** ***Learning Differences***

| **\_\_\_\_4 Exceeds Expectations** | **\_\_\_\_3 Target** | **\_\_\_2 Acceptable** | **\_\_\_ 1 Unacceptable** |
| --- | --- | --- | --- |
| The teacher demonstrates consistent and cohesive understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | The teacher demonstrates proficient understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | The teacher demonstrates limited understanding of differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. | The teacher demonstrates minimal or no understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. |

**Standard 3:** ***Learning Environments***

| **\_\_\_\_4 Exceeds Expectations** | **\_\_\_\_3 Target** | **\_\_\_2 Acceptable** | **\_\_\_ 1 Unacceptable** |
| --- | --- | --- | --- |
| The teacher demonstrates the ability to work collaboratively with others to create positive environments that support individual and collaborative learning | The teacher demonstrates the ability to work with others to create environments that support individual and collaborative learning | The teacher demonstrates a limited ability to work with others to create environments that support individual and collaborative learning | The teacher demonstrates a little to no ability to work with others to create environments that support individual and collaborative learning or demonstrates a negative impact when working in learning environments. |

| The teacher will demonstrate the ability to work positively and collaboratively with others to create environments that encourage positive social interaction in a variety of settings, active engagement in independent and group learning, and opportunities for a variety of self-motivation tasks to be performed successfully. | The teacher will demonstrate the ability to work proficiently with others to create environments that encourage positive social interaction, active engagement in learning, and self-motivation. | The teacher will demonstrate particular strengths when working with others to create environments that encourage positive social interaction, active engagement in learning, and self-motivation but are only able to maintain those relationships/ environments for short periods of time. | The teacher is unable to work with others to create environments that encourage positive social interaction, active engagement in learning, and self-motivation and is unable to maintain those relationships/ environments for short periods of time. |
| --- | --- | --- | --- |

**Standard 4: *Content Knowledge***

| **\_\_\_\_4 Exceeds Expectations** | **\_\_\_\_3 Target** | **\_\_\_2 Acceptable** | **\_\_\_ 1 Unacceptable** |
| --- | --- | --- | --- |
| The teacher demonstrates deep and rigorous understanding of the central concepts, tools of inquiry, and structures of the discipline he or she teaches | The teacher demonstrates proficient understanding of the central concepts, tools of inquiry, and structures of the discipline he or she teaches | The teacher demonstrates adequate understanding of the central concepts, tools of inquiry, and structures of the discipline he or she teaches | The teacher demonstrates limited or misunderstanding of the central concepts, tools of inquiry, and structures of the discipline he or she teaches |

| The teacher creates integrated and rigorous learning experiences that make all aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | The teacher creates learning experiences that make many aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | The teacher creates learning experiences that make some aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | The teacher fails to create learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content. |
| --- | --- | --- | --- |

**Standard 5**: ***Application of Content***

| **\_\_\_\_4 Exceeds Expectations** | **\_\_\_\_3 Target** | **\_\_\_2 Acceptable** | **\_\_\_ 1 Unacceptable** |
| --- | --- | --- | --- |
| The teacher demonstrates deep understanding of how to connect concepts and how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | The teacher demonstrates proficient understanding of how to connect concepts and how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | The teacher demonstrates adequate/limited understanding of how to connect concepts and how to use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. | The teacher demonstrates minimal/no understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. |

**Standard 6: *Assessment***

| **\_\_\_\_4 Exceeds Expectations** | **\_\_\_\_3 Target** | **\_\_\_2 Acceptable** | **\_\_\_ 1 Unacceptable** |
| --- | --- | --- | --- |
| The teacher demonstrates deep understanding, administration and analysis of multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making. | The teacher demonstrates proficient understanding, administration and analysis of multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making. | The teacher demonstrates adequate/limited understanding, administration and analysis of methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s making. | The teacher demonstrates minimal/no understanding, administration and analysis of multiple methods of assessment to engage learners in their own growth. |

**Standard 7: *Planning for Instruction***

| **\_\_\_\_4 Exceeds Expectations** | **\_\_\_\_3 Target** | **\_\_\_2 Acceptable** | **\_\_\_ 1 Unacceptable** |
| --- | --- | --- | --- |
| The teacher demonstrates the ability to expertly plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | The teacher demonstrates the ability to proficiently plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | The teacher demonstrates the ability to adequately plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum. The teacher demonstrates limited ability to plan with cross-disciplinary skills, pedagogy, knowledge of learners and the community context in mind. | The teacher does not demonstrate the ability to plan instruction that supports every student in meeting learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy. |

**Standard 8: *Instructional Strategies***

| **\_\_\_\_4 Exceeds Expectations** | **\_\_\_\_3 Target** | **\_\_\_2 Acceptable** | **\_\_\_ 1 Unacceptable** |
| --- | --- | --- | --- |

| The teacher demonstrates understanding and use and uses a variety of high-quality instructional strategies to encourage learners to develop deep understanding of content areas and make their own connections and to build independent skills to apply knowledge in meaningful ways. | The teacher demonstrates understanding and use and uses a variety of high-quality instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways. | The teacher demonstrates understanding, use and uses instructional strategies to encourage learners to develop understanding of content areas build skills to apply knowledge. | The teacher does not demonstrate understanding and use nor uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways. |
| --- | --- | --- | --- |

**Standard 9: *Professional Learning and Ethical Practice***

| **\_\_\_\_4 Exceeds Expectations** | **\_\_\_\_3 Target** | **\_\_\_2 Acceptable** | **\_\_\_ 1 Unacceptable** |
| --- | --- | --- | --- |
| The teacher demonstrates his or her ability to independently engage in a variety of ongoing professional learning, provide evidence to continually evaluate his or her practice, particularly the positive and negative effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall provide evidence of the ability to adapt practice to meet the needs of each learner. | The teacher demonstrates his or her ability to engage in a variety of ongoing professional learning, provide evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall provide evidence of the ability to adapt practice to meet the needs of each learner. | The teacher demonstrates his or her ability to engage in professional learning, provide evidence of evaluation of his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community. | The teacher provides minimal or no evidence that demonstrates his or her ability to engage in a ongoing professional learning, reflection and improvement. |

**Standard 10**: ***Leadership and Collaboration***

| **\_\_\_\_4 Exceeds Expectations** | **\_\_\_\_3 Target** | **\_\_\_2 Acceptable** | **\_\_\_ 1 Unacceptable** |
| --- | --- | --- | --- |
| The teacher provides evidence that demonstrates his or her ability to independently seek appropriate leadership roles and opportunities to take responsibility for student learning. | The teacher provides evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to take responsibility for student learning. | The teacher provides evidence that demonstrates his or her ability to seek a leadership role but does not provide adequate opportunities to take responsibility for student learning. | The teacher does not provide evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to take responsibility for student learning. |

| The teacher provides evidence that demonstrates his or her ability to independently seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth that significantly impacts the students, school or community. | The teacher provides evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | The teacher provides some evidence that demonstrates his or her ability to work with others to seek appropriate leadership roles. The evidence provides some evidence of opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. | The teacher does not provide evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. |
| --- | --- | --- | --- |

| The teacher provides evidence that demonstrates his or her ability to independently seek appropriate leadership roles and opportunities to significantly advance the profession. | The teacher provides evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to advance the profession. | The teacher provides limited evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to advance the profession. | The teacher provides no evidence that demonstrates his or her ability to seek appropriate leadership roles and opportunities to advance the profession. |
| --- | --- | --- | --- |

**AACU Oral Communication VALUE Rubric**A picture containing font, text, graphics, design

Description automatically generated

*for more information, please contact value@aacu.org*

**Definition**

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 |
| --- | --- | --- | --- | --- |
| **Organization** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| **Language** | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
| **Supporting Material** | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| **Central Message** | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |

Kentucky Teacher Performance Standards (KTPS)

Teacher Standards for Educator Preparation and Certification established June 30, 2018. These standards shall be used in the evaluation and assessment of a teacher for initial or advanced certification and for the accreditation of educator preparation providers.

**Learner & Learning**

Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.

Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3. Learning environments. The teacher shall work with others to create environments that:

* 1. Support individual and collaborative learning; and
  2. Encourage positive social interaction, active engagement in learning, and self-motivation.

**Content Knowledge**

Standard 4. Content knowledge. The teacher shall:

* 1. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
  2. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to

engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Instructional Practices**

Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator’s and learner’s decision making.

Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.

**Professional Responsibilities**

Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.

Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to:

1. Take responsibility for student learning;
2. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
3. Advance the profession.

Please reference 16 KAR 5:010. www.epsb.edu Y:\Datamanager\KY Teacher Standards\Kentucky Teacher Performance Standards (2018)

***Stage 2 Presentation Evaluation Signatures Page***

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Presentation Panelist Name (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Presentation Panelist Name Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Presentation Panel Committee Chair (print) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Presentation Panel Committee Chair Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Received by (Data Manager Office) print \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_