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Stage 1 Summative Scoring Instrument

Teacher Education Program

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_

Rater: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Signature

Interrater: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Signature

*The goal for candidate performance at Stage 1 Program Entrance is an “2-Acceptable” level (or higher) of proficiency based on the criteria for the Kentucky Teacher Performance Standards that are attached.*

***Scoring Instructions:*** *The committee will determine a summary score of the student’s portfolio, interview, dispositions, and written component. The chair of the committee will use this summative scoring instrument to record all scores from the Stage 1 Entrance Portfolio Scoring Rubric, the Stage 1 Entrance Interview Scoring Rubric, and the data manager will record disposition scores. A determination for recommendation of program admission will be made and submitted to the Education Programs based upon the completion of this form and compiled scores.*

***For stage 1, “2-Acceptable” or “Met” is the standard rating each students needs to be accepted into the program.***

**Portfolio Summary Score Table 1**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Chair/Rater | Interrater | Avg. |
| KTPS 4 Content Assignment |  |  |  |
| KTPS 1-8 On-Demand Writing |  |  |  |
| KTPS 1-8 Designs/Plans Instruction – Lesson Plan |  |  |  |
| KTPS 3 Learning Climate - Philosophy |  |  |  |
| KTPS 1-3 Field Experience |  |  |  |
| AACU Written Scoring Rubric (On-Demand) |  |  |  |
| **Holistic Score Portfolio** |  |  |  |

**Interview Summary Score Table 2**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Chair/Rater | Interrater | Avg. |
| KTPS 4 Content Knowledge |  |  |  |
| KTPS 7 Design Instruction |  |  |  |
| KTPS 3 Caring- Learning Climate |  |  |  |
| KTPS 1-8 Reflective Disposition |  |  |  |
| KTPS 9 Professional Disposition |  |  |  |
| AACU Oral Scoring Rubric |  |  |  |
| **Holistic Score Interview** |  |  |  |

**Disposition Holistic Summary Score Table 3**

Record the score for each disposition from the Candidate Information / Score Sheet. These scores are based on the Disposition Assessment from Teaching Profession, Fundamentals, and Arts/Science Faculty. Students must score at the acceptable level or above on all dispositions.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Teaching Profession | Fundamentals | Content Area | Avg. |
| Disposition 1: Professional Integrity |  |  |  |  |
| Disposition 2: Caring |  |  |  |  |
| Disposition 3: Reflective Practice |  |  |  |  |
| **Dispositions Holistic Score** |  |  |  |  |

|  |
| --- |
| **Recommendation for Program Entry** |
| **\_\_\_\_\_ Recommend for admission to the Teacher Education Program**  All holistic / summary scores rated at acceptable or above  **\_\_\_\_\_ Recommend for admission pending completion of admission requirements by end of current**  **semester** This includes completing EDUC 3403 / 3413 and other required courses. Field hours must  be completed prior to the interview.  **\_\_\_\_\_ Recommend for admission pending meeting conditions as listed below**. Conditions may not be given  for the Portfolio. However, if a KTPS is scored unacceptable, the committee may determine if the  deficient artifact(s) can be revised and submitted in a timely manner before the next academic  semester to re-score the portfolio. If not, the recommendation must be to reapply for admission.  **\_\_\_\_\_ Require second interview if all scores are acceptable except Interview score**  **\_\_\_\_\_ Reapply for admission the following semester upon completion of requirements listed below to**  **remedy deficiencies in scored items at the unacceptable level**  **\_\_\_\_\_ Not recommended for admittance to the Teacher Education Program due to:**  \_\_\_ Failure to prepare an acceptable portfolio  \_\_\_ Failure to demonstrate appropriate teacher dispositions  \_\_\_ Failure to demonstrate a level of communication skills required of a classroom teacher  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Candidate Signature**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chair, Interview Committee Signature**  (By signing this page, the candidate acknowledges having received a copy of the results) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **Requirements** (specific entry and program requirements in process of completing)**:**    **Conditions** (may include but not limited to remediation, tutoring, counseling, and/or working with a faculty mentor to correct deficiencies.)**:** |
| **Remediation Recommendations for Written and/or Oral Communication (AACU Rubric)** |
| **Written Language Remediation Oral Language Remediation**  **\_\_\_\_\_ Recommended \_\_\_\_\_ Required \_\_\_\_\_ Recommended \_\_\_\_\_ Required**  Remediation includes 15 hours of tutoring in the Academic Success Center (1 hour each week per semester)  Candidate must document required tutoring hours in either writing or spoken language, whichever is indicated above.  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Candidate Signature**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chair, Interview Committee Signature**  (By signing this page, the candidate acknowledges having received a copy of the results) Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

*\*\* If a student has a remediation plan, please submit remediated scores to office for recalibration of data.*

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

1. Advance the profession.

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