

**TPA ELIGIBILITY PORTFOLIO**  
**Longitudinal Report on Eligibility Portfolio Unit and Lesson Plans**  
**% Exemplary (Exem) and Accomplished (Acc)**  
**N = Number of Teacher Candidates Evaluated**

Elements	Sp14 N = 247			F14 N = 112			Sp15 N = 262			F15 N = 136		
	Exem %	Acc %	Exem + Acc	Exem %	Acc %	Exem + Acc	Exem %	Acc %	Exem + Acc	Exem %	Acc %	Exem + Acc
Demographics	50%	35%	<b>85%</b>	53%	34%	<b>87%</b>	66%	25%	<b>91%</b>	58%	28%	<b>86%</b>
Learning Context KTS 2	24%	43%	<b>67%</b>	38%	40%	<b>78%</b>	50%	34%	<b>84%</b>	35%	40%	<b>75%</b>
KY Core Academic Standards KTS 1, 2	41%	43%	<b>84%</b>	44%	39%	<b>83%</b>	58%	33%	<b>91%</b>	41%	46%	<b>88%</b>
Unit Objectives KTS 1, 2	34%	43%	<b>77%</b>	36%	46%	<b>82%</b>	51%	37%	<b>88%</b>	36%	46%	<b>82%</b>
Unit Alignment KTS 1, 2	27%	48%	<b>75%</b>	34%	43%	<b>77%</b>	42%	42%	<b>84%</b>	24%	51%	<b>76%</b>
Table of Instructional Strategies & Activities KTS 5	32%	49%	<b>81%</b>	36%	42%	<b>78%</b>	45%	42%	<b>87%</b>	36%	48%	<b>84%</b>
Use of Technology for Instruction KTS 6	25%	51%	<b>76%</b>	36%	35%	<b>71%</b>	43%	37%	<b>80%</b>	28%	48%	<b>76%</b>
Pre-Assessment Instrument KTS 5	36%	47%	<b>83%</b>	38%	47%	<b>85%</b>	48%	39%	<b>87</b>	36%	48%	<b>84%</b>
Pre-Instruction Assessment Analysis KTS 5, 7	27%	49%	<b>76%</b>	35%	39%	<b>74%</b>	42%	37%	<b>79%</b>	29%	42%	<b>71%</b>
Description of Adjustment to Instruction Based on Pre-Assessment Data KTS 2, 5	26%	49%	<b>75%</b>	33%	38%	<b>71%</b>	40%	37%	<b>77%</b>	28%	40%	<b>68%</b>
Communication with Students and Parents - Assessment KTS 8	30%	45%	<b>75%</b>	35%	38%	<b>73%</b>	43	37%	<b>80%</b>	26%	45%	<b>71%</b>
Communication with Students and Parents – Student Self-Assessment KTS 8	24%	51%	<b>75%</b>	34%	40%	<b>74%</b>	35%	45%	<b>80%</b>	24%	48%	<b>72%</b>

**CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4**

Communication with Students and Parents – Rationale & Purpose KTS 8	22%	48%	<b>70%</b>	32%	30%	<b>62%</b>	37%	35%	<b>72%</b>	24%	44%	<b>69%</b>
Data Table KTS 4, 5, 7	31%	50%	<b>81%</b>	38%	40%	<b>78%</b>	43%	44%	<b>76%</b>	38%	48%	<b>85%</b>
Summative Assessment Instrument KTS 5	Element not in F14 Instrument			35%	39%	<b>74%</b>	44%	39%	<b>83%</b>	31%	48%	<b>79%</b>
Narrative – Impact of Unit KTS 4, 5, 7	25%	49%	<b>74%</b>	34%	35%	<b>69%</b>	38%	42%	<b>80%</b>	28%	47%	<b>75%</b>
Reflection – Student Learning and Instruction KTS 7	22%	48%	<b>70%</b>	33%	34%	<b>67%</b>	38%	37%	<b>75%</b>	24%	42%	<b>66%</b>
Professional Growth KTS 4, 5, 7, 9	27%	49%	<b>76%</b>	32%	45%	<b>77%</b>	46%	35%	<b>81%</b>	29%	47%	<b>76%</b>
Lesson Plan #1 KTS 1, 2, 5, 6	30%	47%	<b>77%</b>	34%	46%	<b>80%</b>	42%	42%	<b>84%</b>	31%	46%	<b>76%</b>
Lesson Analysis and Reflection KTS 4, 5, 7	26%	47%	<b>73%</b>	32%	38%	<b>70%</b>	35%	39%	<b>74%</b>	29%	35%	<b>64%</b>
Lesson Plan #2 KTS 1, 2, 5, 6	30%	47%	<b>77%</b>	32%	48%	<b>80%</b>	39%	45%	<b>84%</b>	30%	47%	<b>77%</b>
Lesson Analysis and Reflection KTS 4, 5, 7	25%	47%	<b>72%</b>	31%	38%	<b>69%</b>	37%	37%	<b>74%</b>	27%	42%	<b>70%</b>
Lesson Plan #3 KTS 1, 2, 5, 6	31%	47%	<b>78%</b>	33%	46%	<b>79%</b>	40%	43%	<b>73%</b>	30%	46%	<b>76%</b>
Lesson Analysis and Reflection KTS 4, 5, 7	23%	49%	<b>72%</b>	32%	38%	<b>70%</b>	37%	38%	<b>75%</b>	28%	38%	<b>66%</b>
Lesson Plan #4 KTS 1, 2, 5, 6	28%	50%	<b>78%</b>	33%	45%	<b>78%</b>	41%	43%	<b>74%</b>	31%	45%	<b>76%</b>
Lesson Analysis and Reflection KTS 4, 5, 7	23%	49%	<b>72%</b>	31%	39%	<b>70%</b>	36%	41%	<b>77%</b>	28%	39%	<b>67%</b>

**TPA ELIGIBILITY PORTFOLIO**  
**Longitudinal Program Report on Eligibility Portfolio Unit and Lesson Plans**  
**% Exemplary (Exem) and Accomplished (Acc)**  
**N = Number of Portfolios Evaluated**  
**\* = No Data Reported on 5 or Fewer Portfolios**

Programs	Sp14			F14			Sp15			F15		
	Exem %	Acc %	Exem + Acc	Exem %	Acc %	Exem + Acc	Exem %	Acc %	Exem + Acc	Exem %	Acc %	Exem + Acc
Agriculture	61%	13%	74%	10%	52%	62%	49%	28%	77%	6%	24%	30%
	<i>(N=6)</i>			<i>(N=6)</i>			<i>(N=10)</i>			<i>(N=6)</i>		
	<a href="#">Data Link</a>			<a href="#">Data Link</a>			<a href="#">Data Link</a>			<a href="#">Data Link</a>		
Elem	29%	53%	82%	35%	38%	73%	45%	41%	86%	33%	47%	80%
	<i>(N=100)</i>			<i>(N=24)</i>			<i>(N=121)</i>			<i>(N=46)</i>		
	<a href="#">Data Link</a>			<a href="#">Data Link</a>			<a href="#">Data Link</a>			<a href="#">Data Link</a>		
Eng	50%	45%	95%	51%	20%	71%	*	*	*	67%	12%	78%
	<i>(N=6)</i>			<i>(N=8)</i>						<i>(N=6)</i>		
	<a href="#">Data Link</a>			<a href="#">Data Link</a>						<a href="#">Data Link</a>		
HPE	*	*	*	*	*	*	*	*	*	0%	83%	83%
										<i>(N=6)</i>		
										<a href="#">Data Link</a>		
LBD	18%	39%	57%	52%	35%	87%	36%	40%	81%	27%	47%	75%
	<i>(N=55)</i>			<i>(N=18)</i>			<i>(N=36)</i>			<i>(N=19)</i>		
	<a href="#">Data Link</a>			<a href="#">Data Link</a>			<a href="#">Data Link</a>			<a href="#">Data Link</a>		
Math	26%	46%	72%	*	*	*	*	*	*	*	*	*
	<i>(N=6)</i>											
	<a href="#">Data Link</a>											
Mid Sch	38%	47%	84%	33%	35%	67%	41%	33%	74%	38%	43%	80%
	<i>(N=30)</i>			<i>(N=12)</i>			<i>(N=47)</i>			<i>(N=10)</i>		
	<a href="#">Data Link</a>			<a href="#">Data Link</a>			<a href="#">Data Link</a>			<a href="#">Data Link</a>		
Music	69%	19%	88%	12%	60%	72%	45%	36%	81%	45%	45%	90%
	<i>(N=14)</i>			<i>(N=8)</i>			<i>(N=20)</i>			<i>(N=16)</i>		
	<a href="#">Data Link</a>			<a href="#">Data Link</a>			<a href="#">Data Link</a>			<a href="#">Data Link</a>		
Soc St	7%	54%	61%	31%	40%	72%	*	*	*	*	*	*
	<i>(N=10)</i>			<i>(N=6)</i>								

**CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4**

	<a href="#"><i>Data Link</i></a>	<a href="#"><i>Data Link</i></a>		
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# TPA Eligibility Portfolio Assessment

## Context and Purpose

This assessment instrument is used to evaluate the Eligibility Portfolio, which is a summative assessment for undergraduate programs. Teacher candidates' responses will demonstrate how well they have met the Kentucky Teacher Standards and COEHS Dispositions.

## Assessor

This portfolio will be formally assessed by the teacher candidate's University Supervisor and an assigned Second Reader.

## Eligibility Portfolio Component 1 - Professional Responsibilities and Dispositions

**Satisfactory**    **Unsatisfactory**  
**(2.000 pts)**    **(1.000 pt)**

**Task A Professional Resume**

**Task B Affidavit and Release Form**

**Task C PRAXIS and PLT Scores**

**Task D Philosophy of Education KY-KTS-08.3 KY-KTS-08.7**

**Task E Classroom Management Plan KY-KTS-08.3**

**Task F Leadership Project KY-KTS-08.10**

**Task G Professional Growth Plan KY-KTS-08.7 KY-KTS-08.9**

**Task H COEHS Dispositions Paragraphs KY-MURRAY-CF.1 KY-MURRAY-CF.2 KY-MURRAY-CF.3  
KY-MURRAY-CF.4 KY-MURRAY-CF.5 KY-MURRAY-CF.6**

**Component II - TPA**

**Instructional Unit with Student Assessment and Analysis**

**Eligibility Portfolio Task I - Unit**

	<b>Exemplary - Outstanding Progress (4.000 pts)</b>	<b>Accomplished - Proficient Progress (3.000 pts)</b>	<b>Satisfactory - Developing Progress (2.000 pts)</b>	<b>Ineffective - Unsatisfactory Progress (1.000 pt)</b>
<b>a) Demographics</b>	Completes all components of the demographic table. Specified numbers of students with IEPs, GSSPs, and 504, and PSP plans.	Completes most components of the demographic table is completed. Specified numbers of students with IEPs, GSSPs, and 504, and PSP plans.	Completes some components of the demographic table. Missing some student information.	Demographic table is incomplete, with significant student information missing.
<b>b) Learning Context (community, school, classroom, student characteristics) CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.4 INTASC-2013.5 INTASC-2013.7 KY-KTS-08.2</b>	Provides extensive, practical and specific description of students from the School Report Card. Includes detailed, specific analysis of how to differentiate instruction based on student and community characteristics.	Provides detailed description of students from the School Report Card. Includes a general analysis of how these may direct the planning of student instruction.	Provides general description of characteristics. Includes some description of how these characteristics might impact student learning.	Learning context is incomplete or contains irrelevant information.
<b>c) KY Core Academic Standards CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 INTASC-2013.7 KY-KTS-08.1 KY-KTS-08.2</b>	Selects an appropriate number of relevant KY Core Academic Standards. Standards are aligned with unit objectives.	Selects appropriate KY Core Academic Standards. Standards are aligned with unit objectives.	Identifies KY Core Academic Standards. Standards do not align with unit objectives.	Does not provide appropriate, relevant KY Core Academic Standards.

**CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4**

<p><b>d) Unit Objectives</b> CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.3 INTASC-2013.1 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 KY-KTS-08.1 KY-KTS-08.2</p>	<p>Lists one to three overarching unit behavioral objectives that describe what students should KNOW and be able to DO. Objectives are student-centered, observable, and measurable.</p>	<p>Lists one to three unit objectives that describe what students should KNOW and be able to DO. Objectives are student-centered, observable, and measurable.</p>	<p>Lists one to three unit objectives that relate to the unit topic, but these are either too general or too specific to encompass the learning covered in the unit.</p>	<p>Unit objectives are not listed, or are not appropriate for the unit.</p>
<p><b>e) Unit Alignment</b> CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.3 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 INTASC-2013.7 KY-KTS-08.1 KY-KTS-08.2</p>	<p>Provides a detailed rationale, extensive description of students' prior knowledge, focused concepts and skills, key vocabulary, and essential questions to organize the unit. Includes sufficient supportive detail.</p>	<p>Provides a clear rationale, students' prior knowledge, list of concepts and skills, vocabulary words, and essential questions to organize the unit. Includes some supportive detail.</p>	<p>Provides a limited rationale, general list of students' prior knowledge, basic list of concepts and skills, a few vocabulary words, and a few essential questions.</p>	<p>Provides some but not all elements including the rationale, students' prior knowledge, list of concepts and skills, vocabulary words, and essential questions.</p>
<p><b>f) Table of Instructional Strategies &amp; Activities</b> CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.2 INTASC-2013.6 INTASC-2013.7 KY-KTS-08.5 NCATE.4</p>	<p>Instructional strategies and assessments align with content and objectives and produce meaningful student data. Provides differentiated activities and assessments for three or more achievement levels.</p>	<p>Instructional strategies and assessments mostly align with content and objectives and produce some useful student data. Differentiates instruction for two or more achievement levels.</p>	<p>Instructional strategies and assessments are appropriate for content, but are not aligned with objectives. Strategies and assessments will not produce useful student data. Differentiated strategies not present.</p>	<p>Instructional strategies and assessments are not appropriate for content, or are not aligned with objectives, or will not produce useful student data. Differentiated strategies not present.</p>
<p><b>g) Use of Technology for Instruction</b> CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.5 INTASC-2013.1 INTASC-2013.4 INTASC-2013.7 KY-KTS-08.6</p>	<p>Integrates two or more forms of instructional technology to enhance instruction. Clearly explains how students will use technology to enhance/facilitate their learning.</p>	<p>Integrates some instructional technology during the unit. Describes how students will use technology to enhance/facilitate their learning.</p>	<p>Either describes how to use instructional technology to enhance instruction during the unit OR how students will use technology to</p>	<p>Provides a limited description of the use of instructional technology during the unit.</p>

CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4

enhance/ facilitate their learning.

<p><b>h) Pre-assessment Instrument</b>  <b>CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 INTASC-2013.6 KY-KTS-08.5</b></p>	<p>Attaches a copy of a pre-assessment instrument that is aligned with unit objectives and designed to produce meaningful data for different levels of student achievement.</p>	<p>Attaches a copy of a pre-assessment instrument that is mostly aligned with unit objectives and designed to produce some data about student achievement.</p>	<p>Attaches a copy of a pre-assessment instrument that is minimally aligned with unit objectives.</p>	<p>Attaches a copy of pre-assessment instrument, but not aligned with unit objectives, or not attached.</p>
<p><b>h) Pre-Instruction Assessment Analysis</b>  <b>CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 INTASC-2013.1 INTASC-2013.2 INTASC-2013.6 INTASC-2013.9 KY-KTS-08.5 KY-KTS-08.7</b></p>	<p>Analyzes specific student results. Includes clear, detailed descriptions of students' prior knowledge</p>	<p>Analyzes student results. Includes general descriptions of students' prior knowledge</p>	<p>Provides a general description of student results with limited information about students' prior knowledge</p>	<p>Analysis is missing or unrelated to the pre-assessment data</p>
<p><b>h) Description of Adjustment to Instruction Based on Pre-Assessment Data</b>  <b>CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 INTASC-2013.1 INTASC-2013.6 KY-KTS-08.2 KY-KTS-08.5</b></p>	<p>Describes detailed adjustments to instruction that are clearly based on pre-assessment data and the described needs of the diverse student population.</p>	<p>Describes several adjustments to instruction based on pre-assessment data that are somewhat based on pre-assessment data and generally address the needs of the diverse student population.</p>	<p>Describes limited, generalized adjustments to instruction that do not specifically address the needs of the diverse student population.</p>	<p>Description of instructional adjustments is missing or adjustments are unrelated to pre-assessment data</p>
<p><b>i) Communication with Students and Parents/ Caregivers</b>  <b>CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 INTASC-2013.1 INTASC-2013.10 INTASC-2013.2 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 INTASC-2013.7 KY-</b></p>	<p>Gives specific examples how formative assessment was used to monitor student progress, and how instruction was modified during the unit based on assessment results</p>	<p>Gives several examples how formative assessment was used to monitor student progress.</p>	<p>Describes how formative assessments were administered, but not the outcomes of the assessments.</p>	<p>Assessments are missing or do not align with instruction.</p>



**CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4**

**KTS-08.4 KY-KTS-08.5 KY-KTS-08.8**

<p><b>i) Communication with Students and Parents/ Caregivers CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.10 INTASC-2013.4 INTASC-2013.6 INTASC-2013.7 KY-KTS-08.5 KY-KTS-08.8</b></p>	<p>Clearly describes multiple opportunities for student self-assessment and reflection on progress toward achieving unit objectives.</p>	<p>Describes some opportunities for student self-assessment and reflection on progress toward achieving unit objectives.</p>	<p>Describes few opportunities for student self-assessment. Reflection is not directly related to unit objectives.</p>	<p>Description of student self-reflection on learning is limited or not provided.</p>
<p><b>i) Communication with Students and Parents/ Caregivers CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 INTASC-2013.10 INTASC-2013.6 KY-KTS-08.8</b></p>	<p>Communicates rationale for assessment and purpose of the unit to students and caregivers. Includes extensive details. Provides attachment.</p>	<p>Communicates rationale for assessment and purpose of the unit to students and caregivers. Provides attachment.</p>	<p>Communicates general information about the unit to students and caregivers. Attachment may or may not be provided.</p>	<p>Provides limited information about the unit or no attachment provided.</p>
<p><b>j) Data Table - Reflecting on the Impact of the Unit and Instruction CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 INTASC-2013.1 INTASC-2013.2 INTASC-2013.6 INTASC-2013.7 INTASC-2013.9 KY-KTS-08.5 KY-KTS-08.7</b></p>	<p>Provides detailed table of assessment results. Includes accurate, specific data collected through appropriate assessment instruments. Data compares whole-class and individual student learning gains.</p>	<p>Provides table of assessment results. Includes data collected through the use of appropriate assessment instruments. Compares both class and individual student learning gains using general terms.</p>	<p>Provides table of assessment results. Data are gathered from nonspecific, inappropriate assessment instruments that will not provide accurate information to inform instruction.</p>	<p>Provides table of incomplete or unreliable assessment results. Data are missing, gathered from inappropriate assessment instruments, or inaccurately represented, resulting in an inability to determine level of student learning.</p>
<p><b>j) Summative Assessment Instrument CAEP-ACC-2013.1 CAEP-ACC-2013.1.1</b></p>	<p>Attaches a copy of a summative assessment instrument that produces data</p>	<p>Attaches a copy of a summative assessment instrument that produces</p>	<p>Attaches a copy of a summative assessment instrument that</p>	<p>Attaches a copy of a summative assessment instrument that is not an</p>

**CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4**

<p><b>CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 INTASC-2013.6 KY-KTS-08.5</b></p>	<p>that discriminates between specific levels of student achievement.</p>	<p>data that generally describes levels of student achievement.</p>	<p>produces one or two levels of student achievement.</p>	<p>appropriate instrument for the unit instruction, or summative assessment is not attached.</p>
<p><b>j) Narrative - Reflecting on the Impact of the Unit and Instruction CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 INTASC-2013.1 INTASC-2013.2 INTASC-2013.6 INTASC-2013.7 INTASC-2013.9 KY-KTS-08.5 KY-KTS-08.7</b></p>	<p>Draws meaningful conclusions from student data. Data aligned with unit objectives and contextual factors. Provides accurate and logical description of students' level of achievement based on specific examples of student work. Thoroughly interprets students' misconceptions of content.</p>	<p>Draws meaningful conclusions from student data. Data somewhat aligned with unit objectives. Provides logical description of students' level of achievement based on specific examples of student work.</p>	<p>Draws conclusions from student data without referencing unit objectives or contextual factors. Provides general description of students' level of achievement based on examples of student work.</p>	<p>Analysis is lacking, inaccurate or fails to report differences in student learning.</p>
<p><b>k) Reflection - Demonstrating Ability to Evaluate Student Learning and Evaluate Instructional Practice CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 INTASC-2013.1 INTASC-2013.5 INTASC-2013.6 INTASC-2013.7 INTASC-2013.9 KY-KTS-08.4 KY-KTS-08.7</b></p>	<p>Makes strong, detailed connection between student achievement and teacher candidate's instructional contribution. Analyzes impact of instructional strategies and decisions on student learning. Acknowledges quality of decisions and planning. Describes specific strategies to remedy areas of need when planning future lessons.</p>	<p>Make connection student achievement with teacher candidate's instructional contribution. Analyzes impact of instructional strategies and decisions on student learning. Acknowledges quality of decisions and planning. Describes general strategies to remedy areas of need when planning future lessons.</p>	<p>Makes some connection between student achievement and teacher candidate's instructional contribution. Provides general comments about changes in future instruction.</p>	<p>Analysis is lacking, inaccurate or fails to report quality of teacher candidate decisions and planning regarding student learning.</p>
<p><b>l) Professional Growth - Reflecting on the Impact of the Unit and Instruction CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 INTASC-2013.1</b></p>	<p>Directly connects student results with two or more areas of teacher professional development designed to increase instructional</p>	<p>Connects student results to two areas of teacher professional development that are designed to increase instructional effectiveness and improve student learning</p>	<p>Describes professional development to improve student learning in a general manner.</p>	<p>Professional development is not described, or what is described is unconnected to student results.</p>

**CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4**

**INTASC-2013.2 INTASC-2013.4 INTASC-2013.5** effectiveness and improve student learning  
**INTASC-2013.6 INTASC-2013.9 KY-KTS-08.4 KY-KTS-08.5 KY-KTS-08.7 KY-KTS-08.9**

**Eligibility Portfolio Task J - Four Selected Unit Lessons**

	<b>Exemplary - Outstanding Progress (4.000 pts)</b>	<b>Accomplished -Proficient Progress (3.000 pts)</b>	<b>Satisfactory - Developing Progress (2.000 pts)</b>	<b>Ineffective - Unsatisfactory Progress (1.000 pt)</b>
<b>Lesson Plan (1) CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 CAEP-ACC-2013.1.5 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 INTASC-2013.7 INTASC-2013.8 KY-KTS-08.1 KY-KTS-08.2 KY-KTS-08.5 KY-KTS-08.6</b>	The TPA style lesson plan includes detailed instructional planning assessment procedures that predict differentiated student learning results. Assessment instrument(s) are aligned with the learning objectives and are attached in the portfolio.	The TPA style lesson plan includes sufficient instructional planning and assessment procedures that predict meaningful student results. Assessment instrument(s) are somewhat aligned with the learning objectives and are attached in the portfolio.	The TPA style lesson plan includes all instructional planning necessary for a competent lesson. The assessment instrument is attached in the portfolio.	Lesson plan fails to follow TPA format or provides only minimal instructional planning. Assessment is inadequate, unrelated, or missing.
<b>Lesson Analysis and Lesson Reflection for Plan (1) CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 INTASC-2013.7 INTASC-2013.8 INTASC-2013.9 KY-</b>	Lesson analysis and lesson reflection describe the impact of teacher candidate’s instructional contribution on student learning. Analysis includes specific strategies to improve learning for individual or groups of students and planning to improve the lesson for the next time it is taught.	Lesson analysis and lesson reflection describe specific student results from the lesson assessment, levels of student achievement, and strategies for improving learning for designated students	Lesson analysis and lesson reflection describe general student results. Specific levels of student achievement are missing and strategies for improving learning are general	Lesson analysis and lesson reflection lack student results. Strategies are unrelated to student learning results

**CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4**

**KTS-08.4 KY-KTS-08.5 KY-KTS-08.7**

<p><b>Lesson Plan (2) CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 CAEP-ACC-2013.1.5 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 INTASC-2013.7 INTASC-2013.8 KY-KTS-08.1 KY-KTS-08.2 KY-KTS-08.5 KY-KTS-08.6</b></p>	<p>The TPA style lesson plan includes detailed instructional planning assessment procedures that predict differentiated student learning results. Assessment instrument(s) are aligned with the learning objectives and are attached in the portfolio.</p>	<p>The TPA style lesson plan includes sufficient instructional planning and assessment procedures that predict meaningful student results. Assessment instrument(s) are somewhat aligned with the learning objectives and are attached in the portfolio.</p>	<p>The TPA style lesson plan includes all instructional planning necessary for a competent lesson. The assessment instrument is attached in the portfolio.</p>	<p>Lesson plan fails to follow TPA format or provides only minimal instructional planning. Assessment is inadequate, unrelated, or missing.</p>
<p><b>Lesson Analysis and Lesson Reflection for Plan (2) CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 INTASC-2013.7 INTASC-2013.8 INTASC-2013.9 KY-KTS-08.4 KY-KTS-08.5 KY-KTS-08.7</b></p>	<p>Lesson analysis and lesson reflection describe the impact of teacher candidate’s instructional contribution on student learning. Analysis includes specific strategies to improve learning for individual or groups of students and planning to improve the lesson for the next time it is taught.</p>	<p>Lesson analysis and lesson reflection describe specific student results from the lesson assessment, levels of student achievement, and strategies for improving learning for designated students</p>	<p>Lesson analysis and lesson reflection describe general student results. Specific levels of student achievement are missing and strategies for improving learning are general</p>	<p>Lesson analysis and lesson reflection lack student results. Strategies are unrelated to student learning results</p>
<p><b>Lesson Plan (3) CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 CAEP-ACC-2013.1.5 INTASC-2013.1 INTASC-</b></p>	<p>The TPA style lesson plan includes detailed instructional planning assessment procedures that predict differentiated student learning results. Assessment instrument(s) are</p>	<p>The TPA style lesson plan includes sufficient instructional planning and assessment procedures that predict meaningful student results. Assessment</p>	<p>The TPA style lesson plan includes all instructional planning necessary for a competent lesson. The assessment instrument</p>	<p>Lesson plan fails to follow TPA format or provides only minimal instructional planning. Assessment is</p>

**CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4**

<p><b>2013.2 INTASC-2013.3 INTASC-2013.4 INTASC- 2013.5 INTASC-2013.6 INTASC-2013.7 INTASC- 2013.8 KY-KTS-08.1 KY- KTS-08.2 KY-KTS-08.5 KY- KTS-08.6</b></p>	<p>aligned with the learning objectives and are attached in the portfolio.</p>	<p>instrument(s) are somewhat aligned with the learning objectives and are attached in the portfolio.</p>	<p>is attached in the portfolio.</p>	<p>inadequate, unrelated, or missing.</p>
<p><b>Lesson Analysis and Lesson Reflection for Plan (3) CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 INTASC-2013.7 INTASC-2013.8 INTASC-2013.9 KY-KTS-08.4 KY-KTS-08.5 KY-KTS-08.7</b></p>	<p>Lesson analysis and lesson reflection describe the impact of teacher candidate’s instructional contribution on student learning. Analysis includes specific strategies to improve learning for individual or groups of students and planning to improve the lesson for the next time it is taught.</p>	<p>Lesson analysis and lesson reflection describe specific student results from the lesson assessment, levels of student achievement, and strategies for improving learning for designated students</p>	<p>Lesson analysis and lesson reflection describe general student results. Specific levels of student achievement are missing and strategies for improving learning are general</p>	<p>Lesson analysis and lesson reflection lack student results. Strategies are unrelated to student learning results</p>
<p><b>Lesson Plan (4) CAEP-ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 CAEP-ACC-2013.1.4 CAEP-ACC-2013.1.5 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 INTASC-2013.7 INTASC-2013.8 KY-KTS-08.1 KY-KTS-08.2 KY-KTS-08.5 KY-KTS-08.6</b></p>	<p>The TPA style lesson plan includes detailed instructional planning assessment procedures that predict differentiated student learning results. Assessment instrument(s) are aligned with the learning objectives and are attached in the portfolio.</p>	<p>The TPA style lesson plan includes sufficient instructional planning and assessment procedures that predict meaningful student results. Assessment instrument(s) are somewhat aligned with the learning objectives and are attached in the portfolio.</p>	<p>The TPA style lesson plan includes all instructional planning necessary for a competent lesson. The assessment instrument is attached in the portfolio.</p>	<p>Lesson plan fails to follow TPA format or provides only minimal instructional planning. Assessment is inadequate, unrelated, or missing.</p>
<p><b>Lesson Analysis and Lesson Reflection for Plan (4) CAEP-</b></p>	<p>Lesson analysis and lesson reflection describe the impact</p>	<p>Lesson analysis and lesson reflection describe specific</p>	<p>Lesson analysis and lesson reflection</p>	<p>Lesson analysis and lesson reflection lack</p>

**CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4**

<p><b>ACC-2013.1 CAEP-ACC-2013.1.1 CAEP-ACC-2013.1.2 CAEP-ACC-2013.1.3 INTASC-2013.1 INTASC-2013.2 INTASC-2013.3 INTASC-2013.4 INTASC-2013.5 INTASC-2013.6 INTASC-2013.7 INTASC-2013.8 INTASC-2013.9 KY-KTS-08.4 KY-KTS-08.5 KY-KTS-08.7</b></p>	<p>of teacher candidate’s instructional contribution on student learning. Analysis includes specific strategies to improve learning for individual or groups of students and planning to improve the lesson for the next time it is taught.</p>	<p>student results from the lesson assessment, levels of student achievement, and strategies for improving learning for designated students</p>	<p>describe general student results. Specific levels of student achievement are missing and strategies for improving learning are general</p>	<p>student results. Strategies are unrelated to student learning results</p>
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**Eligibility Portfolio Holistic Writing Assessment**

	<b>Exemplary - Outstanding Progress (4.000 pts)</b>	<b>Accomplished - Proficient Progress (3.000 pts)</b>	<b>Satisfactory - Developing Progress (2.000 pts)</b>	<b>Ineffective - Unsatisfactory Progress (1.000 pt)</b>
<b>Overall Quality of Student Writing throughout the portfolio</b>	<p>Demonstrates a professional level of formal writing that clearly communicates a picture of self as a teacher. Includes extensive, research-based ideas about instructional strategies, effective assessment, classroom management, and meeting the needs of a diverse student population. Has minimal errors in grammar, spelling, punctuation, and usage.</p>	<p>Demonstrates a professional level of formal writing that communicates general ideas about education, thereby creating a picture of self as a teacher. Has some errors in grammar, spelling, punctuation and usage.</p>	<p>Demonstrates an acceptable level of writing where tone is often formal, but may lapse into slang, colloquialisms, and simplistic or imprecise language. Creates an incomplete picture of self as teacher. Has several errors in grammar spelling, punctuation and usage.</p>	<p>Demonstrates an unacceptable level of writing where tone is mainly informal and includes many instances of slang, colloquialisms, simplistic, jargon-laden or imprecise language. Fails to communicate educational ideas or create a picture of self as teacher. Has numerous errors in grammar, spelling, punctuation and usage.</p>

**Overall Rating Instructions**

The overall rating of the portfolio is a holistic determination of the Component I Tasks and Component II, the TPA. All elements of the TPA rubric must score at or better than the Satisfactory-Developing Progress level. An item that is rated at Ineffective-Unsatisfactory Progress level must be corrected to bring it to the Satisfactory level. To obtain an Exemplary-Outstanding rating on the Overall Rating scale, a mixture of Tasks and TPA elements must show Exemplary-Outstanding quality in more than fifty percent of the rubric elements. Most teacher candidates are expected to score at the Accomplished-Proficient and Satisfactory-Developing progress levels.

CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4

## Eligibility Portfolio Overall Portfolio Score

	<b>Exemplary - Outstanding Progress (4.000 pts)</b>	<b>Accomplished - Proficient Progress (3.000 pts)</b>	<b>Satisfactory- Developing Progress (2.000 pts)</b>	<b>Ineffective - Unsatisfactory Progress (1.000 pt)</b>
<b>Overall Portfolio Rating KY-KTS-08.1 KY-KTS-08.10 KY-KTS-08.2 KY-KTS-08.3 KY-KTS-08.4 KY-KTS-08.5 KY-KTS-08.6 KY-KTS-08.7 KY-KTS-08.8 KY-KTS-08.9 KY-MURRAY-CF.1 KY-MURRAY-CF.2 KY-MURRAY-CF.3 KY-MURRAY-CF.4 KY-MURRAY-CF.5 KY-MURRAY-CF.6</b>	Exceeds expectations for the majority of the KY Teacher Standards and COE Dispositions	Acceptably demonstrates required expectations for all KY Teacher Standards and COE Dispositions	Satisfactorily demonstrates expectations for all KY Teacher Standards and COE Dispositions	Does not demonstrate required expectations for KY Teacher Standards or COE Dispositions

## Standards

CAEP-ACC-2013.1	The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices to advance the learning of all students toward attainment of college and career-readiness standards.
CAEP-ACC-2013.1.1	Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s)[i] in the following categories: the learner and learning; content; instructional practice; and professional responsibility.
CAEP-ACC-2013.1.2	Providers ensure candidates apply research and evidence in their practice and assessment of student learning
CAEP-ACC-2013.1.3	Providers ensure completers apply content and pedagogical knowledge as reflected in SPA, NBPTS, or other accrediting bodies (e.g., CACREP, NASM, etc.)
CAEP-ACC-2013.1.4	Providers ensure that completers demonstrate skills and commitment to afford all P-12 students access to rigorous college- and career-ready standards
CAEP-ACC-2013.1.5	Providers ensure that completers model and apply technology standards to engage students and improve learning
INTASC-2013.1	Learner Development. The teacher understands 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 designs and implements developmentally appropriate and challenging learning experiences.

**CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4**

INTASC-2013.10	Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
INTASC-2013.2	Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
INTASC-2013.3	Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
INTASC-2013.4	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 the discipline accessible and meaningful for learners to assure mastery of the content.
INTASC-2013.5	Application of Content. The teacher understands 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.
INTASC-2013.6	Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
INTASC-2013.7	Planning for Instruction. The teacher plans 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.
INTASC-2013.8	Instructional Strategies. The teacher understands 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.
INTASC-2013.9	Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
KY-KTS-08.1	<b>THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE:</b> The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
KY-KTS-08.10	<b>PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION:</b> The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.
KY-KTS-08.2	<b>THE TEACHER DESIGNS AND PLANS INSTRUCTION:</b> 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.



**CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4**

- 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.
- KY-KTS-08.9 EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.
- KY-MURRAY-CF.1 Inclusive -- Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.
- KY-MURRAY-CF.2 Responsible -- Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.
- KY-MURRAY-CF.3 Enthusiastic -- Is eager and passionately interested in tasks that relate to beliefs about education.

**CAEP Standards 1.1-1.5, 3.4, 3.5, 4.1, 4.2, 5.1, 5.4**

KY-  
MURRAY- Caring -- Demonstrates regard for the learning and wellbeing of every student.  
CF.4

KY-  
MURRAY- Confident -- Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.  
CF.5

KY-  
MURRAY- Ethical -- Conforms to accepted professional standards of conduct by making decisions based on standards and principles  
CF.6 established by the education profession.