

**Early Childhood Education Portfolio Rubric
Aligned with Program Standards**

| Overall Rating Scale | |
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| Not Yet Developed | Portfolio evidence shows that candidate's knowledge and performance indicators are not currently meeting the expectations described for the standard or key element. |
| Developing | Portfolio evidence shows that, in general, candidate's knowledge and performance indicators are developing and progressing toward meeting the expectations described for the standard or key element. |
| Highly Developed | Portfolio evidence shows that, in general, candidate's knowledge and performance indicators exceed the expectations described for the standard or key element. |

| Standard/Element | Rating Scale | Score |
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| Standard 1: Promoting Child Development and Learning | Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children. | |
| <i>1a: Knowing and understanding young children's characteristics and needs</i> | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) |
| Candidate's work displays a limited knowledge base, insufficiently grounded in theory and research. | Candidate's work reflects current, research-based knowledge in most respects; the candidate is knowledgeable about development in all areas and can give examples of interrelationships among developmental areas. | Candidate's work shows a thorough grounding in theories and current research in all areas of child development and learning. Candidate's work shows that he or she understands interrelationships among developmental areas, as seen in their rich examples of these interrelationships. The candidate actively seeks out new information about child development and learning using multiple sources, including technology. |
| <i>1b: Knowing and understanding the multiple influences on development and learning</i> | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) |
| Candidate's work displays a limited | Candidate's work shows that he or she can | Candidate's work shows that he or she not |

| Standard/Element | Rating Scale | | Score |
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| <p>knowledge base and may reflect a simplified view of influences on development. Candidate's work shows only a limited knowledge of early intervention.</p> | <p>describe the nature of these influences and understand that influences may interact in complex ways. His or her work demonstrates familiarity with the most well known early intervention programs, and he or she can cite research about the influence of these programs on child outcomes.</p> | <p>only knows about the number and variety of these influences but also has thorough knowledge of possible interactions among these influences and of relevant theory and research. His or her understanding is demonstrated in many research-based examples of how early intervention programs may influence outcomes for children.</p> | |
| <i>1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments</i> | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| <p>Candidate's work shows limited ability to describe the developmental research and principles that he or she is using as a basis for creating learning environments. There is insufficient evidence that the environments created by the candidate support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies.</p> | <p>Candidate's work shows that he or she can describe the essentials of developmental research and the principles that he or she is using as a basis for creating effective learning environments. There is adequate evidence that the environments created by the candidate support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies.</p> | <p>Candidate's work shows his or her ability to describe, in-depth, the developmental research and principles that he or she is using as a basis for creating effective learning environments. Evidence is convincing that the environments created by the candidate support children's health, respect their culture and individuality, promote positive development, and challenge children to gain new competencies.</p> | |
| Standard 2. Building Family and Community Relationships | Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning. | | |
| <i>2a: Knowing about and understanding family and community characteristics</i> | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| <p>Candidate's work shows limited or stereotyped knowledge of these characteristics.</p> | <p>Candidate's work shows general knowledge of family theory and research, and it shows that the candidate can identify a variety of family and community factors</p> | <p>Candidate's work shows that he or she articulates and integrates family theory and research-based knowledge of multiple family and community factors that impact</p> | |

| Standard/Element | Rating Scale | | Score |
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| | as they impact young children's lives. The candidate demonstrates that he or she knows the significant characteristics of the families and communities in which they are practicing. | young children's lives. Candidate's descriptions of the characteristics of the families and communities in which he or she is practicing show in-depth understanding. | |
| 2b: Supporting and empowering families and communities through respectful, reciprocal relationships | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work shows limited knowledge of families' goals, language and culture, and individual characteristics; a limited repertoire of communication strategies; and limited knowledge of community resources to support families. | Candidate's work shows that he or she can describe how to use knowledge of families' goals, language and culture, and individual characteristics to build these relationships. The candidate applies his or her knowledge in using varied family communication strategies including technology; in linking families with key community resources; and in accessing information about other resources as needed. | Candidate's work displays extensive knowledge of families' goals, language and culture, and individual characteristics as tools to build these relationships. His or her work reflects skilled, varied family communication strategies including uses of technology. Evidence shows that the candidate can link families with multiple community resources appropriate for specific purposes. | |
| 2c: Involving families and communities in their children's development and learning | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work shows limited knowledge of theory and research related to family and community involvement, and a limited repertoire of approaches to family and community involvement. | Candidate's work shows that he or she can articulate theory and research to support the concept that families are young children's primary teachers, and that family and community involvement are critical to successful early learning. Candidate knowledge is shown in his or her varied approaches to family and community involvement, and modification of approaches when first attempts are not successful. | Candidate's work shows that he or she articulates theory and research to support the concept that families are young children's primary teachers, and that family and community involvement are critical to successful early learning. Candidate knowledge is shown in his or her use of a wide range of approaches to family and community involvement, and use of in-depth self-evaluation and modification of approaches when first | |

| Standard/Element | Rating Scale | | Score |
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| | attempts are not successful. | | |
| Standard 3. Observing, Documenting, and Assessing to Support Young Children and Families | Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children’s development and learning. | | |
| <i>3a: Understanding the goals, benefits, and uses of assessment</i> | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate’s work shows little evidence of knowledge of assessment’s essential goals, positive uses, and potential risks. | Candidate’s work shows knowledge of the important goals of early childhood assessment. Candidate’s work generally shows alignment between goals, curriculum, teaching strategies, and assessments. In his or her work, the candidate explains how assessment may be used in positive ways, and they also explain how inappropriate assessment may harm children and families. | Candidate’s work shows in-depth knowledge, understanding, and articulate expression of the significance of assessment. Candidate’s work shows knowledge of a wide range of assessment goals, and close alignment among goals, curriculum, teaching strategies, and assessments. In his or her work, the candidate articulates and documents positive uses of assessment in early childhood programs; and he or she articulates and documents situations in which inappropriate assessment may harm children and families. | |
| <i>3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches</i> | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate’s work shows limited knowledge and competence in observation, documentation, and other assessment tools. His or her work reflects a lack of essential knowledge of the most frequently used assessment tools and approaches, and he or she does not demonstrate essential skills in using assessments, interpreting assessment | Candidate’s work shows research-based knowledge and basic competence in observation, documentation, and other assessment tools. His or her work reflects essential knowledge of the characteristics, strengths, limitations, and appropriate uses of the most frequently used assessment tools and approaches, including | Candidate’s work shows a high level of research-based knowledge and competence in observation, documentation, and multiple other assessment tools. His or her work reflects in-depth knowledge of the characteristics, strengths, limitations, and appropriate uses of a wide range of assessment tools and approaches, including | |

| Standard/Element | Rating Scale | | Score |
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| results, making referrals, and using assessment information to influence practice. | approaches for children with disabilities and culturally and linguistically diverse children. The candidate demonstrates essential skills in using assessments, interpreting assessment results, making referrals, and using assessment information to influence practice. | approaches for children with disabilities and culturally and linguistically diverse children. The candidate demonstrates a high level of skill in using assessments, interpreting assessment results, making referrals, and using assessment information to influence practice. | |
| 3c: Understanding and practicing responsible assessment | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work shows insufficient knowledge of current educational, legal, and ethical issues with respect to assessment practices, and his or her practice shows limited application of principles of responsible assessment. | Candidate's work shows that he or she can identify current educational, legal, and ethical issues with respect to assessment practices. The candidate can provide examples of responsible as well as irresponsible assessment. In his or her practice, the candidate applies responsible assessment practices when working with diverse children. | Candidate's work shows that he or she is well versed in current educational, legal, and ethical issues with respect to assessment practices. The candidate can provide detailed multiple examples of responsible as well as irresponsible assessment. In his or her practice, the candidate applies complex understandings of responsible assessment practices when working with diverse children. | |
| 3d: Knowing about assessment partnerships with families and other professionals | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work shows insufficient knowledge of the research and legal basis of these partnerships and shows limited skills in team building and communication with families and other professionals around assessment issues. | Candidate's work articulates the research and legal base that supports these partnerships. The candidate demonstrates core skills in team building and in communication with families and other professionals around assessment issues. | Candidate's work articulates the research and legal basis for such partnerships and applies this knowledge in practice. The candidate demonstrates that they can contribute to partnerships with families and other professionals in designing, interpreting, communicating, and acting upon assessment information. | |
| Standard 4. Teaching and Learning | Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines, to design, implement, and evaluate experiences that promote | | |

| Standard/Element | Rating Scale | | Score |
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| | positive development and learning for all children. | | |
| <i>Sub-Standard 4a. Connecting with children and families</i> | Candidates know, understand, and use positive relationships and supportive interactions as the foundation for their work with young children. | | |
| <i>Sub-Standard 4b. Using developmentally effective approaches</i> | Candidates know, understand, and use a wide array of appropriate, effective approaches and strategies to support young children’s development and learning. | | |
| <i>Sub-Standard 4c. Understanding content knowledge in early education</i> | Candidates understand the importance of each content area in young children’s learning. They know the essential concepts, inquiry tools, and structure of content areas including academic subjects and can identify resources to deepen their understanding. | | |
| <i>Sub-Standard 4d. Building meaningful curriculum</i> | Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children. | | |
| <i>4a: Knowing, understanding, and using positive relationships and supportive interactions</i> | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate’s work shows minimal knowledge of theory and research underlying the early childhood field’s focus on relationships and interactions. His or her skills in relationship-building are evident to only a limited extent. | Candidate’s work shows essential knowledge of theory and research underlying the early childhood field’s focus on relationships and interactions. The candidate knows the importance of creating relationships with all children, as seen in his or her competent, beginning skills in relationship building with diverse children and families. | Candidate’s work shows extensive understanding of the theories and research underlying the early childhood field’s focus on relationships and interactions. This understanding is seen in candidate’s sensitivity and skill in creating relationships with culturally and linguistically diverse children and families, varying approaches depending on children’s ages and family and cultural practices. | |
| <i>4b: Knowing, understanding, and using appropriate, effective approaches and strategies for early education</i> | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate’s work shows limited knowledge and skills, in at least some of | Candidate’s work demonstrates each of the following approaches and strategies with | Candidate’s work demonstrates each of the following approaches and strategies with a | |

| Standard/Element | Rating Scale | | Score |
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| <p>the following areas: fostering oral language and communication; drawing from a continuum of teaching strategies; making the most of environments and routines; capitalizing on incidental teaching; focusing on children’s characteristics, needs, and interests; linking children’s language and culture to the early childhood program; teaching through social interactions; creating support for play; addressing children’s challenging behaviors; supporting learning through technology; and using integrative approaches to curriculum.</p> | <p>competence and with knowledge of the underlying theory and research: fostering oral language and communication; drawing from a continuum of teaching strategies; making the most of environments and routines; capitalizing on incidental teaching; focusing on children’s characteristics, needs, and interests; linking children’s language and culture to the early childhood program; teaching through social interactions; creating support for play; addressing children’s challenging behaviors; supporting learning through technology; and using integrative approaches to curriculum.</p> | <p>high degree of competence and with in-depth knowledge of the underlying theory and research: fostering oral language and communication; drawing from a continuum of teaching strategies; making the most of environments and routines; capitalizing on incidental teaching; focusing on children’s characteristics, needs, and interests; linking children’s language and culture to the early childhood program; teaching through social interactions; creating support for play; addressing children’s challenging behaviors; supporting learning through technology; and using integrative approaches to curriculum.</p> | |
| <p><i>4c: Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines</i></p> | | | |
| <p>Not Yet Developed (1)</p> | <p>Developing (2)</p> | <p>Highly Developed (3)</p> | |
| <p>Candidate’s work shows that he or she lacks knowledge of the theories and research underlying the early childhood field’s focus on content, and that he or she has limited ability to articulate priorities and desired outcomes for high quality, meaningful experiences in each content area. The candidate has limited familiarity with authoritative resources to supplement their own content knowledge.</p> | <p>Candidate’s work shows knowledge of the theories and research underlying the early childhood field’s focus on content, both in general and with respect to each content area, including academic subjects. Taking developmental and individual differences into account, candidate’s work shows that he or she uses this knowledge to articulate priorities for high quality, meaningful experiences in each content area, with desired outcomes for children that connect with professional standards and resources. The candidate is familiar with authoritative</p> | <p>Candidate’s work shows extensive understanding of the theories and research underlying the early childhood field’s focus on content, both in general and with respect to each content area, including academic subjects. Taking developmental and individual differences into account, candidate’s work shows that he or she uses this knowledge to articulate priorities for high quality, meaningful experiences in each content area, with desired outcomes for children that connect with professional standards. The candidate readily access</p> | |

| Standard/Element | Rating Scale | | Score |
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| | resources to supplement his or her own content knowledge. | multiple, authoritative resources to supplement his or her own content knowledge. | |
| 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes | | | |
| | Not Yet Developed (1) | Developing (2) | Highly Developed (3) |
| Candidate's work shows limited ability to integrate multiple areas of knowledge in curriculum design and limited success in promoting positive outcomes. Curriculum development takes insufficient account of children's developmental, individual, and cultural characteristics, and it makes insufficient use of evaluation. Candidate's curriculum development is inadequately informed by the use of high quality professional resources. | Candidate's work shows ability to integrate multiple areas of knowledge in curriculum design, with successful focus on building security and self-regulation; problem-solving and thinking skills, and academic and social competence. Candidate's curriculum development takes into account children's developmental, individual, and cultural characteristics, and it makes use of reflective, ongoing evaluation. Candidate's curriculum development is characterized by use of high quality professional resources to supplement and inform his or her own understanding. | Candidate's work shows strong ability to integrate multiple areas of knowledge in curriculum design, with successful focus on building security and self-regulation; problem solving and thinking skills, and academic and social competence. Candidate's curriculum development is notable for its complex attention to developmental, individual, and cultural characteristics, and for its use of highly reflective and continuous evaluation. Candidate's curriculum development is characterized by extensive use of high quality professional resources to supplement and inform his or her own understanding. | |
| 5. Becoming a Professional | Candidates identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. | | |
| 5a: Identifying and involving oneself with the early childhood field | | | |
| | Not Yet Developed (1) | Developing (2) | Highly Developed (3) |
| Candidate's work shows limited knowledge of the early childhood field as a distinctive profession, and there is little | Candidate's work shows an understanding of the early childhood field as a distinctive profession and of the essentials of its | Candidate's work shows a clear sense of belonging to a distinctive profession with complex historical roots and links to other | |

| Standard/Element | Rating Scale | | Score |
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| evidence that he or she has begun to involve themselves in the profession. | history. In his or her work, the candidate demonstrates understanding of his or her own emerging professional roles and the possibilities, opportunities, and challenges within the early childhood field. The candidate shows some evidence of active involvement in the profession. | movements. In his or her work, the candidate describes the multiple roles that early childhood professionals may assume and those he or she thinks will suit them best. The candidate articulates well-developed perspectives on the challenges facing the profession. He or she is already involved in the profession in varied ways, as shown by membership in associations and other activities. | |
| 5b: Knowing about and upholding ethical standards and other professional guidelines | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work lacks essential knowledge of NAEYC's Code of Ethical Conduct and of other legal standards and professional guidelines. | Candidate's work shows essential knowledge of NAEYC's Code of Ethical Conduct, as seen in citations of examples of how the Code may be used to analyze and resolve ethical dilemmas. The candidate is familiar with relevant legal standards and other professional guidelines and can apply these in practice. | Candidate's work shows in-depth knowledge of NAEYC's Code of Ethical Conduct, as seen in citations of multiple examples of how the Code may be used to analyze and resolve ethical dilemmas. The candidate also has detailed knowledge of, and ability to apply, legal standards and other relevant guidelines in multiple situations of early childhood practice. | |
| 5c: Engaging in continuous, collaborative learning to inform practice | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work lacks an orientation toward inquiry and self-motivation, and it shows only limited involvement and skill in collaborative learning, including collaboration across disciplines and in inclusive settings. Effects on candidate's practice and on children are absent. | Candidate's work shows evidence of an orientation toward inquiry and self-motivation, combined with involvement and beginning skills in collaborative learning, including collaboration across disciplines and in inclusive settings. Candidate's work shows positive effects of this learning orientation, in his or her practice and in effects on children. | Candidate's work shows a strong orientation toward inquiry and self-motivation, combined with extensive involvement and skill in collaborative learning, including collaboration across disciplines and in inclusive settings. Candidate's work shows notable, positive effects of this learning orientation, in his or her practice and in effects on children. | |

| Standard/Element | Rating Scale | | Score |
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| 5d: Integrating knowledgeable, reflective, and critical perspectives on early education | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work lacks understanding of the field's central issues, standards, and research findings. The candidate's reflection upon his or her practice shows limited insight and a limited level of critical thinking. Effects on candidate's practice and on children are absent. | Candidate's work shows essential understanding of the field's central issues, standards, and research findings. In his or her work, the candidate analyzes and reflects upon his or her practice and demonstrates critical thinking about the issues in the field and an understanding of the value of dialogue in resolving differences. Candidate's work shows positive effects of these professional perspectives, in his or her practice and in effects on children. | Candidate's work shows in-depth, complex understanding of the field's central issues, standards, and research findings. In his or her work, the candidate analyzes and reflects upon his or her practice with notable insight and demonstrates a sophisticated level of critical reasoning about the issues in the field and an understanding of the value of dialogue in resolving differences. Candidate's work shows notable, positive effects of these professional perspectives, in his or her practice and in effects on children. | |
| 5e: Engaging in informed advocacy for children and the profession | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work lacks essential knowledge of the central policy issues in the field, as seen in his or her limited ability to discuss ethical and societal issues in early education, and his or her limited ability to outline how public policies are developed at the state and federal levels. Evidence does not show that the candidate possesses beginning advocacy skills, including written and verbal communication and collaboration. | Candidate's work shows essential knowledge of the central policy issues in the field, as seen in his or her discussions of ethical and societal issues in early education. In his or her work, the candidate can outline how public policies are developed at the state and federal levels. The candidate possesses beginning advocacy skills, including written and verbal communication and collaboration. | Candidate's work shows in-depth knowledge of the central policy issues in the field, as reflected in his or her complex examination of ethical and societal issues in early education. In his or her work, the candidate describes in detail how public policies are developed at the state and federal levels. The candidate possesses strong advocacy skills, including written and verbal communication and collaboration. | |
| 6. Diversity | Candidates understand and respond to diversity of culture, language, ethnicity, community, development and learning approaches. | | |
| 6a: Understanding how children and families differ in their perspectives and approaches to learning | | | |

| Standard/Element | Rating Scale | | | Score |
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| | Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work shows limited knowledge of how children and families differ in their perspectives and approaches to learning. | Candidate's work shows an understanding and acceptance of the varying perspectives on and approaches to learning that children and families hold. In his or her work, the candidate demonstrates respect for and affirms culturally and linguistically diverse children and their families. The candidate supports home language preservation and creates learning environments and experiences that are free of bias. | Candidate's work shows a clear sense of commitment to diversity through creation of opportunities for growth and learning that are developmentally effective and culturally appropriate and are adapted for all children from birth through grade three. In his or her work, the candidate describes the multiple perspectives and approaches to learning and how they contribute to the development of the whole child. | | |
| <i>6b: Demonstrating application of knowledge about the cultural contexts for early childhood education</i> | | | | |
| | Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work shows limited application of knowledge about the cultural contexts for early childhood education. There is little evidence that he or she has begun to integrate knowledge of diverse cultures into their practice. | Candidate's work shows an understanding of cultural and linguistic diversity and the significance of familial, socio-cultural, and political contexts for development and learning. In his or her work, the candidate recognizes that children are best understood within the contexts of family, culture, and society. The candidate demonstrates sensitivity to differences in family structures and social and cultural backgrounds | Candidate's work shows a clear appreciation and consideration for and sensitivity to the cultural contexts that are brought to bear in early childhood education. The candidate shows evidence of working effectively over time with children of diverse ages (infants, toddlers, preprimary and primary students), with children of differing abilities, and with children reflecting culturally and linguistically diverse family systems. | | |
| <i>6c: Understanding that "all children" means all and can demonstrate the ability to provide developmentally effective practices for all children</i> | | | | |
| | Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work reflects a teaching approach that all children learn and develop in the same way and at equivalent | Candidate's work reflects an understanding that all children learn in different ways and are developmentally different, but lacks | Candidate's work demonstrates that he or she can effectively develop and apply teaching practices to accommodate a range | | |

| Standard/Element | Rating Scale | | Score |
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| rates. | the ability to apply this understanding in developing effective teaching practices across diverse learner populations. | of diverse or special learner populations. | |
| 6d: Understanding that "culture" includes ethnicity, racial identity, economic class, family structure, language, and religious and political beliefs | | | |
| | Not Yet Developed (1) | Developing (2) | Highly Developed (3) |
| Candidate's work reflects a narrow understanding that culture is limited to conceptions of ethnicity or racial identity. | Candidate's work reflects a broad understanding that culture encompasses many factors such as ethnicity, racial identity, economic class, family structure, language, and religious and political beliefs. | Candidate's work is grounded in principles of cultural responsiveness and demonstrates a deep understanding of how aspects of culture shape learning and development. | |
| 7. Technology | Candidates will have, and continually develop, the knowledge and skills in learning technologies to be able to appropriately and responsibly use tools, resources, processes, and systems to retrieve, assess and evaluate information from various media. The competent teacher will use that knowledge, along with the necessary skills and information, to assist learners in solving problems, communicating clearly, making informed decisions, and in constructing new knowledge, products, or systems in diverse, engaged learning environments. | | |
| 7a: Technology Operations and Concepts | | | |
| | Not Yet Developed (1) | Developing (2) | Highly Developed (3) |
| Candidate's work shows limited knowledge of basic computer/technology operations and concepts. | Candidate's work demonstrates a sound understanding of technology operations and concepts. The candidate demonstrates introductory knowledge, skills, and understanding of concepts related to technology but may not yet demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. | Candidate's work demonstrates a sound understanding of technology operations and concepts. The candidate demonstrates advanced knowledge, skills, and understanding of concepts related to technology. The candidate articulates plans for continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. | |
| 7b: Planning and Designing Learning Environments and Experiences | | | |
| | Not Yet Developed (1) | Developing (2) | Highly Developed (3) |

| Standard/Element | Rating Scale | | Score |
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| <p>Candidate’s work shows limited evidence of the utilization of technology resources to support the design and development of effective learning environments and experiences.</p> | <p>Candidates show some application of current research on teaching and learning with technology. Candidates can identify and locate technology resources and evaluate them for accuracy and suitability, plan for the management of technology resources within the context of learning activities, and plan strategies to manage student learning in a technology-enhanced environment. Candidates are exploring the application of technology-enhanced instructional strategies.</p> | <p>Candidates show understanding and application of current research on teaching and learning with technology. Candidates can identify and locate technology resources and evaluate them for accuracy and suitability, plan for the management of technology resources within the context of learning activities, and plan strategies to manage student learning in a technology-enhanced environment. The candidate’s work shows the ability to design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.</p> | |
| 7c: Teaching, Learning, and the Curriculum | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| <p>Candidate’s work shows implementation of curriculum plans with little or no inclusion of methods and strategies for applying technology to maximize student learning.</p> | <p>Candidate’s facilitate technology-enhanced experiences in one or more content areas and can manage student learning activities. Activities and experiences may lack focus on developing higher order skills and creativity or may not adequately address diverse needs of students.</p> | <p>The candidate implements curriculum plans that include methods and strategies for applying technology to maximize student learning. The candidate facilitates technology-enhanced experiences that address content standards and student technology standards. He or she uses technology to support learner-centered strategies that address the diverse needs of students. The candidate applies technology to develop students' higher order skills and creativity and manages student learning activities in a technology-enhanced environment.</p> | |
| 7d: Assessment and Evaluation | | | |

| Standard/Element | Rating Scale | | Score |
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| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work shows limited or no application of technology to the assessment and evaluation of children. | The candidate has explored the use of technology for assessment and evaluation of children, but may not yet utilize technology resources to collect and analyze data and interpret results and communicate findings. | The candidate applies technology to facilitate a variety of effective assessment and evaluation strategies. He or she applies technology in assessing student learning of subject matter using a variety of assessment techniques. He or she uses technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. The candidate applies multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity. | |
| 7e: Productivity and Professional Practice | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work does not indicate that he or she uses or values technology tools for the use of improving productivity or teaching practices. | Candidate's work indicates that he or she recognizes the value of productivity-enhancing technology tools, but lacks clear evidence that he or she has fully adopted such tools or incorporated them into teaching practices. | Candidate's work indicates that he or she regularly and routinely incorporates the use of productivity-enhancing technology tools into his or her teaching practices. The candidate also promotes the adoption of technology tools for enhancing productivity and improving teaching practices. | |
| 7f: Social, Ethical, Legal and Human Issues | | | |
| Not Yet Developed (1) | Developing (2) | Highly Developed (3) | |
| Candidate's work does not indicate an understanding of the social, ethical, legal, | Candidate's work indicates that he or she recognizes how social, ethical, legal, and | The candidate indicates a thorough understanding of social, ethical, legal, and | |

| Standard/Element | Rating Scale | | Score |
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| and human issues that affect the effective use of technology in schools. | human issues affect the integration and use of technology in schools, but does not yet demonstrate the integration of this knowledge into his or her teaching practices. | human issues that affect the use of technology in schools and integrates this knowledge into his or her teaching practices. The candidate also serves as an advocate for technology integration and fair use by all students. | |