

Candidate Performance Instrument (CPI)

School of Instructional Technology & Innovation

KSU Candidate:	Date:
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Rating		Description
L1	No Evidence	The candidate's performance offers <u>little or no</u> evidence of achieving this performance standard. Although there may be occasional points that vaguely suggest the candidate has achieved the expected standard, viewed as a whole the candidate's performance provides little or no evidence of meeting the standard. If evidence is presented, the evidence suggests that the actions of the candidate have been carried out solely to fulfill course requirements. Candidate is unable to integrate technology or assist other teachers in the use of technology. Negative opinions and behaviors about students, parents, or other professionals are evident.
L2	Limited Evidence	The candidate's performance offers <u>limited</u> evidence of achieving this performance standard. Performance may occasionally hint at a higher level of practice, but viewed as a whole the candidate's performance is inconsistent, partial, inadequate or incomplete. Candidate is just learning how to integrate technology. Evidence shows that while the candidate may have met course requirements, the candidate fails to meet performance expectations.
L3	Clear Evidence, MEETS	The candidate's performance offers <u>clear evidence</u> of MEETING this performance standard. Performance is coherent, complete, consistent and accurate. Candidate demonstrates the ability to integrate technology into instruction and assist other teachers with using technology. Evidence shows that candidate learning extends beyond course requirements and expectations. These extensions reflect the application of best practices from research. Positive opinions and behaviors about students, parents, or other professionals are evident.
L4	Clear, Consistent, and Convincing Evidence, EXCEEDS	The candidate's performance offers <u>clear, consistent, and convincing</u> evidence of EXCEEDING this performance standard. The performance of this individual is exceptional, with multiple examples of extensions beyond course requirements and expectations. These extensions reflect the daily application of research-based, best practices. Candidate integrates technology in a broad number of ways using a variety of technologies and models and facilitates the use of technology for teachers. Candidate interacts positively with students, parents, or other professionals; and is positive about the ability to teach all students.

PSC/ISTE Standards & Elements	Rating			
	L1	L2	L3	L4
Candidates <u>demonstrate</u> the knowledge, skills, and dispositions to...				
STANDARD I Learner				
Criterion 1 – Goals & Reflection Candidates set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness. (PSC-IT 1.1, ISTE-E 1a)				
Criterion 2 - Local & Global Learning Networks Candidates pursue professional interests by creating and actively participating in local and global learning networks. (PSC-IT 1.2, ISTE-E 1b)				
Criterion 3 - Research Candidates stay current with research that supports improved student learning outcomes, including findings from the learning sciences. (PSC-IT 1.3, ISTE-E 1c)				
STANDARD II Leader				
Criterion 4 – Shared Vision Candidates shape, advance, and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. (PSC-IT 2.1, ISTE-E 2a)				

<p>Criterion 5 – Equitable Access Candidates advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students. (PSC-IT 2.2, ISTE-E 2b)</p>				
<p>Criterion 6 - Curating, Evaluating & Adopting Digital Resources Candidates model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning. (PSC-IT 2.3, ISTE-E 2c)</p>				
<p>STANDARD III Citizen</p>				
<p>Criterion 7 - Social Responsibility & Empathy Candidates create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community. (PSC-IT 3.1, ISTE-E 3a)</p>				
<p>Criterion 8 - Critical Examination of Online Resources Candidates establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. (PSC-IT 3.2, ISTE-E 3b)</p>				
<p>Criterion 9 - Safe, Ethical & Legal Candidates mentor students in the safe, ethical and legal practice with digital tools and protection of intellectual rights and property. (PSC-IT 3.3, STE-E 3c)</p>				
<p>Criterion 10 - Digital Identity & Data Privacy Candidates model and promote management of personal data and digital identity and protect student data privacy. (PSC-IT 3.4, ISTE-E 3d)</p>				
<p>STANDARD IV Collaborator</p>				
<p>Criterion 11 – Collaborate w/ Colleagues Candidates dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. (PSC-IT 4.1, ISTE-E 4a)</p>				
<p>Criterion 12 - Co-Learn & Troubleshoot w/ Students Candidates collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. (PSC-IT 4.2, ISTE-E 4b)</p>				
<p>Criterion 13 - Local & Global Collaboration Candidates use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally. (PSC-IT 4.3, ISTE-E 4c)</p>				
<p>Criterion 14 – Cultural Competency Candidates demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning. (PSC-IT 4.4, ISTE-E 4d)</p>				
<p>STANDARD V Designer</p>				
<p>Criterion 15 – Personalized Learning Candidates use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. (PSC-IT 5.1, ISTE-E 5a)</p>				
<p>Criterion 16 – Authentic & Active Learning Candidates design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. (PSC-IT 5.2, ISTE-E 5b)</p>				
<p>Criterion 17 – Instructional Design Candidates explore and apply instructional design principles to create innovative digital learning environments that engage and support learning. (PSC-IT 5.3, ISTE-E 5c)</p>				

STANDARD VI Facilitator				
Criterion 18 – Ownership of Learning Candidates foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings. (PSC-IT 6.1, ISTE-E 6a)				
Criterion 19 – Managing Technology & Learning Candidates manage the use of technology and student learning strategies in a variety of environments such as digital platforms, virtual environments, hands-on makerspaces, or in the field. (PSC-IT 6.2, ISTE-E 6b)				
Criterion 20 – Design & Computational Thinking Candidates create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems. (PSC-IT 6.3, ISTE-E 6c)				
Criterion 21 – Creativity Model and nurture creativity and creative expression to communicate ideas, knowledge, or connections. (PSC-IT 6.4, ISTE-E 6d)				
STANDARD VII Analyst				
Criterion 22 – Alternative Assessment Candidates provide alternative ways for students to demonstrate competency and reflect on their learning using technology. (PSC-IT 7.1, ISTE-E 7a)				
Criterion 23 – Formative & Summative Assessment Candidates use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction. (PSC-IT 7.2, ISTE-E 7b)				
Criterion 24 – Guide Progress & Communicate Candidates use assessments and other qualitative and quantitative data to guide progress and communicate with students, parents and education stakeholders to build student self-direction. (PSC-IT 7.3, ISTE-E 7c)				
STANDARD VIII Coach				
Criterion 25 – Relationships Candidates establish coaching relationships to support educators as they explore new instructional strategies and integrate technology to improve student learning. (PSC-IT 8.1)				
Criterion 26 – Needs Assessments & Adult Learning Candidates design and implement professional learning based on needs assessments and the theories and frameworks for adult learning. (PSC-IT 8.2)				
Criterion 27 – Evaluation & Reflection Candidates evaluate the impact of professional learning and continually reflect on how to improve coaching and professional practice. (PSC-IT 8.3)				
Criterion 28 – Professional Learning Networks Candidates foster educator participation in professional learning networks to help them connect with other educators and stay abreast of current and emerging technologies and innovations. (PSC-IT 8.4)				