1. *The assessment, including the instructions to candidates about the assigned task*

Title: Candidate Performance Instrument (CPI)

Instructions to Candidate:

Excerpt from the ITEC 7430 – Internet Tools in the Classroom syllabus:

Kennesaw State University
Bagwell College of Education
Instructional Technology Department
ITEC 7430 - Internet Tools in the Classroom

- Candidate Performance Instrument (CPI): At the end of the 3rd and 6th semesters, you and your mentor will use the CPI to evaluate your performance on the PSC Instructional Technology/ISTE NETS-C standards. Scores lower than an L3 from your mentor in any category are flagged and may result in follow-up with you by your advisor. Your self-reported scores should be used as a form of self-reflection for how well you are meeting and/or exceeding the PSC Instructional Technology standards. If you find areas of weakness, you should work with your mentor to design field experiences in these areas.
- You can review the CPI on the Instructional Technology Website. The program coordinator for the M.Ed. in Instructional Technology will email you a link to a secured website when it is time for you complete the CPI.

2. How the assessment is used in the program

The Candidate Performance Instrument (CPI) is the primary tool for measuring candidates' performance in the field. Comprised of 28 standards that fall within the six (6) PSC Instructional Technology standard categories—*Visionary Leadership; Teaching, Learning and Assessment; Digital Learning Environments; Digital Citizenship & Responsibility; Professional Learning & Evaluation; and Candidate Professional Growth & Development,* the CPI is a modification of the standard unit-level assessment developed by Kennesaw State University's Professional Teacher Education Unit (PTEU). Since technology facilitators are defined by NCATE as "other school professionals," the CPI was modified to meet the needs of the Instructional Technology program.

Candidates enrolled in the program are evaluated twice with the CPI (3rd and 6th semesters) by their mentors in their schools. In addition, candidates also use the CPI to self-evaluate their own performance in the 3rd and 6th semesters. Scores lower than an L3 in any category are flagged for administrative follow-up by the Candidate Assessment Committee (CAC). The CAC consists of the program coordinator, advisor, department chair, and any professor who may have concerns regarding the candidate. The purpose of the CAC is to follow-up on any program assessment scores lower than an L3. The CAC will meet and initiate remediation procedures if deemed necessary. In summary, the data from this instrument are used to assess student progress in both a formative (3rd semester) and summative (6th semester) fashion, to alert program faculty to possible remediation situations, and to provide data for programmatic review.

For the purposes of PRS reporting, data is derived from mentor evaluations in the candidate's 6th semester. Mentors are expected to meet professional expectations and university standards in evaluating candidate performance. To ensure mentor ratings are consistent and reliable, program faculty are developing training materials for mentors, including a mentor handbook and a podcast available online.

3. Scoring guide or criteria used to score candidate responses

Candidate Performance Instrument (CPI)
Department of Instructional Technology
(M.Ed. - Mentor – 3rd and 6th semesters)

KSU Candidate:		Date:	
KSU Advisor Completing Assessment:			

	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 Standards & Elements		Rating		
Candidates <u>demonstrate</u> the knowledge, skills, and dispositions to…	L1	L2	L3	L4
STANDARD 1 **Visionary Leadership** **Criterion 1** – **Shared Vision** Candidate facilitates the development and implementation of a shared vision for the use of technology in teaching, learning, and leadership. (PSC 1.1/ISTE 1a)				
Criterion 2 - **Strategic Planning** Candidate facilitates the design, development, implementation, communication, and evaluation of technology-infused strategic plans. (PSC 1.2/ISTE 1b)				
Criterion 3 - **Policies, Procedures, Programs & Funding** Candidate researches, recommends, and implements policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school, district, state, and federal technology plans and guidelines. Funding strategies may include the development, submission, and evaluation of formal grant proposals. (PSC 1.3/ISTE 1c)				

Criterion 4 - **Diffusion of Innovations & Change** Candidate researches, recommends, and implements strategies for initiating and sustaining technology innovations and for managing the change process in schools. (PSC 1.4/ISTE 1d)				
STANDARD II **Teaching, Learning & Assessment**				
Criterion 5 - **Content Standards & Student Technology Standards** Candidate models and facilitates the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards. (PSC 2.1/ISTE 2a)				
Criterion 6 - **Research-Based Learner-Centered Strategies** Candidate models and facilitates the use of research-based, learner-centered strategies addressing the diversity of all students. (PSC 2.2/ISTE 2b)				
Criterion 7 - **Authentic Learning** Candidate models and facilitates the use of digital tools and resources to engage students in authentic learning experiences. (PSC 2.3/ISTE 2c)				
Criterion 8 - **Higher Order Thinking Skills** Candidate models and facilitates the effective use of digital tools and resources to support and enhance higher order thinking skills (e.g., analyze, evaluate, and create); processes (e.g., problem-solving, decision-making); and mental habits of mind (e.g., critical thinking, creative thinking, metacognition, self-regulation, and reflection). (PSC 2.4/ISTE 2d)				
Criterion 9 - **Differentiation** Candidate models and facilitates the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, and personal goals. (PSC 2.5/ISTE 2e)				
Criterion 10 - **Instructional Design** Candidate models and facilitates the effective use of research-based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences. (PSC 2.6/ISTE 2f)				
Criterion 11 – **Assessment** Candidate models and facilitates the effective use of diagnostic, formative, and summative assessments to measure student learning and technology literacy, including the use of digital assessment tools and resources. (PSC 2.7/ISTE 2g)				
Criterion 12 - **Data Analysis** Candidate models and facilitates the effective use of digital tools and resources to systematically collect and analyze student achievement data, interpret results, communicate findings, and implement appropriate interventions to improve instructional practice and maximize student learning. (PSC 2.8/ISTE 2h)				
STANDARD III **Digital Learning Environments**				
Criterion 13 - **Classroom Management & Collaborative Learning** Candidate models and facilitates effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources. (PSC 3.1/ISTE 3a)				
Criterion 14 - **Managing Digital Tools and Resources** Candidate effectively manages digital tools and resources within the context of student learning experiences. (PSC 3.2/ISTE 3b)				
Criterion 15 - **Online & Blended Learning** Candidate develops, models, and facilitates the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators. (PSC 3.3/ISTE 3c)				
Criterion 16 - **Adaptive and Assistive Technology** Candidate facilitates the use of adaptive and assistive technologies to support individual student learning needs. (PSC 3.4/ISTE 3d)				
Criterion 17 - **Basic Troubleshooting** Candidate troubleshoots basic software and hardware problems common in digital learning environments. (PSC 3.5/ISTE 3e)				

Criterion 18 - **Selecting and Evaluating Digital Tools & Resources** Candidate collaborates with teachers and administrators to select and evaluate digital tools and resources for accuracy, suitability, and compatibility with the school technology infrastructure. (PSC 3.6/ISTE 3f)				
Criterion 19 - **Communication & Collaboration** Candidate utilizes digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community. (PSC 3.7/ISTE 3g)				
STANDARD IV **Digital Citizenship & Responsibility** **Criterion 20** - **Digital Equity** Candidate models and promotes strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers. (PSC 4.1/ISTE 5a)				
Criterion 21 - **Safe, Healthy, Legal & Ethical Use** Candidate models and facilitates the safe, healthy, legal, and ethical uses of digital information and technologies. (PSC 4.2/ISTE 5b)				
Criterion 22 - **Diversity, Cultural Understanding & Global Awareness** Candidate models and facilitates the use of digital tools and resources to support diverse student needs, enhance cultural understanding, and increase global awareness. (PSC 4.3/ISTE 5c)				
STANDARD V **Professional Learning & Program Evaluation** **Criterion 23** - **Needs Assessment** Candidate conducts needs assessments to determine school-wide, faculty, grade-level, and subject area strengths and weaknesses to inform the content and delivery of technology-based professional learning programs. (PSC 5.1/ISTE 4a)				
Criterion 24 – **Professional Learning** Candidate develops and implements technology-based professional learning that aligns to state and national professional learning standards, integrates technology to support face-to-face and online components, models principles of adult learning, and promotes best practices in teaching, learning, and assessment. (PSC 5.2/ISTE 4b)				
Criterion 25 – **Program Evaluation** Candidate designs and implements program evaluations to determine the overall effectiveness of professional learning on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning. (PSC 5.3/ISTE 4c)				
STANDARD VI **Candidate Professional Growth & Development** **Criterion 26** – **Continuous Learning** Candidate demonstrates continual growth in knowledge and skills of current and emerging technologies and applies them to improve personal productivity and professional practice. (PSC 6.1/ISTE 6a, 6b)				
Criterion 27 – **Reflection** Candidate regularly evaluates and reflects on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences. (PSC 6.2/ISTE 6c)				
Criterion 28 – **Field Experiences** Candidate engages in appropriate field experiences to synthesize and apply the content and professional knowledge, skills, and dispositions identified in these standards. (PSC 6.3)				