

**Eastern Kentucky University  
College of Education  
Proficiency Evaluation Candidate Matrix**

Candidate Information		
<b>Last, First, Middle</b>	<b>EKU ID</b>	<b>EPSB ID</b>
<b>Certification Sought</b>	<b>Certification Type*</b> <input type="checkbox"/> Initial <input type="checkbox"/> Additional	
<b>Address</b>	<b>Phone</b>	<b>Email</b>

**Definitions:** The traditional means of recognizing competency and proficiency for educator preparation is by earning academic credits. Proficiency evaluation provides an alternate means for recognizing competency and proficiency other than academic credit. These requirements are outlined in Kentucky Administrative Regulations (16 KAR 5:030). When conducting a proficiency evaluation, the Education Preparation Provider (EPP) may assess **proficiency** by considering: (1) previous education; (2) comparable experience (i.e., professional activity of equivalent quality requiring similar skills and knowledge); or (3) proficiency assessment at a level comparable to the usual requirements in the content area in which the educator is seeking certification.

**\*Certification Type: Initial Certification** means the first teaching certification earned by an individual who does not hold or has not held previous teaching certification. **Additional Certification** means a certification that is being added by an individual who holds or previously held another teaching certification.

**Applicant Instructions:** Use this matrix to outline **evidence** you will submit to demonstrate competency and proficiency, separate from previous education evidenced by official transcript(s), for the area of licensure you seek. Self-assess your level of competency and proficiency by rating each Standard as Met, Partially Met, or Not Met (see rating scale). Then, list the type(s) of evidence you will be submitting in your portfolio to demonstrate competency and proficiency. This document will aid in the development of an Educator Learning Plan (ELP). The ELP outlines all necessary requirements for program completion and is developed in collaboration with program faculty and administrators at Eastern Kentucky University, the EPP. Official transcripts are required for all previous educational coursework.

**Rating Scale:**

- Met –fully demonstrated that you have met the standard at a competent level.
- Partially Met – demonstrated that you have met some, but not all, components of the standard **or** demonstrated that some components are developing or emerging and not yet at the competent level.
- Not Met –no evidence to demonstrate that you have met components of the standard.

	STANDARD DETERMINATION			EVIDENCE TYPE
	Met	Partially Met	Not Met	
<b>KENTUCKY TEACHER PERFORMANCE STANDARD</b>				
Standard 1. Learner development. The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.				
Standard 2. Learning differences. The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.				
Standard 3. Learning environments. The teacher shall work with others to create environments that: <ul style="list-style-type: none"> <li>a. Support individual and collaborative learning; and</li> </ul>				

b. Encourage positive social interaction, active engagement in learning, and self-motivation.				
Standard 4. Content knowledge. The teacher shall: a. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and b. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.				
Standard 5. Application of content. The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues				
Standard 6. Assessment. The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.				
Standard 7. Planning for instruction. The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.				
Standard 8. Instructional strategies. The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.				
Standard 9. Professional learning and ethical practice. The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.				
Standard 10. Leadership and collaboration. The teacher shall seek appropriate leadership roles and opportunities to: a. Take responsibility for student learning; b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and c. Advance the profession.				

<http://www.epsb.ky.gov/mod/book/view.php?id=133>

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

INTERNATIONAL LITERACY ASSOCIATION (ILA) STANDARDS FOR THE PREPARATION OF LITERACY PROFESSIONALS 2017	STANDARD DETERMINATION			EVIDENCE TYPE
	Met	Partially Met	Not Met	
STANDARD 1: FOUNDATIONAL KNOWLEDGE Candidates demonstrate knowledge of the major theoretical, conceptual, and evidence-based foundations of adolescent literacy and language development and the ways in which they interrelate.				
STANDARD 2: CURRICULUM AND INSTRUCTION Candidates apply foundational knowledge to critically examine, select, and evaluate curriculum and design; implement, adapt, and evaluate instruction to meet the discipline-specific literacy needs of middle and high school learners.				

STANDARD 3: ASSESSMENT AND EVALUATION Candidates understand, select, and use appropriate assessments to gather evidence on middle and high school students' content knowledge and literacy processes within a discipline for instructional and accountability purposes.				
STANDARD 4: DIVERSITY AND EQUITY Candidates examine their own culture and beliefs; set high expectations for their students; learn about and appreciate the cultures of their students, families, and communities to inform instruction.				
STANDARD 5: LEARNERS AND THE LITERACY ENVIRONMENT Candidates apply knowledge of learner development and learning differences to create a learning environment anchored in digital and print literacies				
STANDARD 6: PROFESSIONAL LEARNING AND LEADERSHIP Candidates are lifelong learners who reflect upon practice; use ongoing inquiry to improve their professional practice and enhance students' literacy learning; advocate for students and their families to enhance students' literacy learning.				

<https://literacyworldwide.org/get-resources/standards/standards-for-the-preparation-of-literacy-professionals-2017>

Indicate the Kentucky Academic Standards that are relevant to the content area(s) and licensure level that you are seeking and indicate the **evidence** you will submit to demonstrate understanding of and competency in teaching the standards.

KENTUCKY ACADEMIC STANDARDS (relative to content area & licensure level sought)		STANDARD DETERMINATION			EVIDENCE TYPE
		Met	Partially Met	Not Met	
Applicable KAS:					

<https://education.ky.gov/curriculum/Pages/default.aspx>