

Name of Candidate:

Childhood and Early Childhood Curriculum and Instruction Scorecard

Instructions: Candidates for advanced professional certification must demonstrate their effectiveness at a professional level. The courses designed for your major conform to the *Buffalo State College Conceptual Framework for Teacher Education* which is based on the knowledge, skills and dispositions of professional teaching as defined by our professional associations and NCATE. This scorecard is a self-assessment and advisement tool to monitor your growth and development along the five dimensions outlined in the National Board for Professional Teaching Standards. The National Board Standards outcomes based statements are listed in the left column. Each of the courses in your Masters Degree program is listed in the column headings. As you complete each of the courses in your major, please rate your accomplishments for each of the professional outcomes using the following rubric. For the requirements where there are multiple electives, please write the catalog number in the cell following by a colon and a ranking (e.g. EDU 535: 3). If the performance indicator does not apply to your experience in the course, leave the cell blank.

Entry Level (1)	Developing (2)	Accomplished (3)
The content and assignments of this course confirmed my competence on this standard of professional teaching as an entry level practitioner.	The content and assignments of this course extended and strengthened my competence on this standard.	The content and assignments of this course have confirmed the knowledge, skills and dispositions of a professional teacher at the highest level for this standard.

National Board for Professional Teaching Standards (specific outcomes are articulated in scorecard table)

- 1. Teachers are committed to students and their learning**
- 2. Teachers know the subjects they teach and how to teach those subjects to students.**
- 3. Teachers are responsible for managing and monitoring student learning.**
- 4. Teachers think systematically about their practice and learn from experience.**
- 5. Teachers are members of learning communities.**

You will use this Scorecard to develop your candidacy plan with your graduate advisor and to assist you in developing your proposal for action-based research to be completed as the culminating project.

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National Board Standards Teachers...	EDU 501: Seminar	Multicultural Perspectives A	Multicultural Perspectives B	Curriculum & Instructional Development (CID) I.	CID II.	CID III.
1a. recognize individual differences in their students and adjust their practice accordingly.						
1b. have an understanding of how students develop and learn						
1c. treat students equitably						
1d. mission extends beyond understanding the cognitive capacity of their students						
2a. appreciate how knowledge in their subject is created, organized, and linked to other disciplines						
2b. command specialized knowledge of how to convey a subject to students						

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National Board Standards Teachers...	EDU 501: Seminar	Multicultural Perspectives A	Multicultural Perspectives B	Curriculum & Instructional Development (CID) I.	CID II.	CID III.
2c. generate multiple paths to knowledge						
3a. call on multiple methods to meet their goals						
3b. orchestrate learning in group settings						
3c. place a premium on student engagement						
3d. regularly assess student progress						
3e. are mindful of their principal objectives						
4a. are continually making difficult choices that test their judgment						
4b. seek the advice of others and draw on research and scholarship to improve practice						
5a. contribute to school effectiveness by collaborating w. other professionals						
5b. work collaboratively with parents						
5c. take advantage of community resources.						

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National Board Standards Teachers...	ELA	Social Studies	Math	Science	EDF 689	EDU 690	Overall Program (Add commentary)
1a. recognize individual differences in their students and adjust their practice accordingly.							
1b. have an understanding of how students develop and learn							
1c. treat students equitably							
1d. mission extends beyond understanding the cognitive capacity of their students							
2a. appreciate how knowledge in their subject is created, organized, and linked to other disciplines							
2b. command specialized knowledge of how to convey a subject to students							
2c. generate multiple paths to knowledge							
3a. call on multiple methods to meet their goals							

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National Board Standards Teachers...	ELA	Social Studies	Math	Science	EDF 689	EDU 690	Overall Program (Add commentary)
3b. orchestrate learning in group settings							
3c. place a premium on student engagement							
3d. regularly assess student progress							
3e. are mindful of their principal objectives							
4a. are continually making difficult choices that test their judgment							
4b. seek the advice of others and draw on research and scholarship to improve practice							
5a. contribute to school effectiveness by collaborating w. other professionals							
5b. work collaboratively with parents							
5c. take advantage of community resources.							