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**Appendix**

**Structured Guidance & Supports (SG&S)**

**Potential Sources of Evidence**

This Appendix includes resources for candidates following the Structured Guidance & Supports process to fulfill the Competency Review requirement for licensure. Candidates will use the rubric to collect and present evidence from multiple sources that will enable them to demonstrate their practice on each indicator. Supervising practitioners collect evidence by observing practice, examining work products and student work, reviewing the resource guide, talking with the candidate, and other means. Supervising practitioners should align this evidence with the rubric and share it with the candidate as part of their constructive feedback. The detail in the rubric for each indicator helps the candidate and supervising practitioner determine what evidence might be the most important to collect and to organize the data for presentation.

The rubrics are written to support candidates and supervising practitioners in making judgments about patterns of evidence, gathered across multiple points in time. Classroom observation is a valuable way to gather evidence on candidates’ performance against many, but not all, of the indicators. However, many can only be accessed through means other than classroom observations.

It will be up to the candidate, in cooperation with the supervising practitioner, to determine which forms of evidence (Observation, Artifact of Practice, Student Feedback, or Measure of Student Learning) will demonstrate competence for each indicator.

Note: Artifacts of Practice, Student Feedback, or Measure of Student Learning from previous years may be considered as evidence. If the candidate has addressed a requirement through successful school based (PreK-12) teaching experience please submit a letter, on official letterhead signed by the Superintendent/or equivalent stating the course(s) taught and corresponding educator performance rating that were specific to a requirement and the specific component(s) of the requirement that were covered. If the requirement has been completely satisfied through successful school-based teaching experience this should be stated in the letter through the following language: "At least 10 hours of successful teaching experience was completed specific to and completely covering (state the entire requirement)." The name and license number of the administrator that completed the performance evaluation must also be included.

**Potential Sources of Evidence Chart**

**Digital Literacy and Computer Science, 5-12 License**

All candidates for a Digital Literacy and Computer Science (DLCS) License are responsible for compiling a Portfolio as an end-product of the work leading to the competency determination. The chart below provides examples of Potential Sources of Evidence that candidates can use for each rubric indicator. Many of these potential sources of evidence could be used to demonstrate evidence across multiple areas. These are meant to be a list of suggestions and are not exhaustive.

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| **Rubric Indicator** | **Forms of Evidence** | **Potential Sources of Evidence** |
| 1. Understanding the ethical and legal obligations for using technology, including license agreements and permissions, intellectual property, and applying best safety and security concepts and strategies. (CAS)
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 | * Coursework with sample assignments
* Workshops with follow up reflections
* Professional Presentations
* Supervising practitioner observes candidate
* Signed School-based AUP (acceptable use policy)
* Observational and written evidence that candidate understands the ethical and legal obligation for using technology
* Recorded Lessons
* Grade Level, Department or school wide meeting notes reflecting candidate’s participation and suggestions
* Provides evidence of formative and/ or summative assessments
 |
| 1. Examine the positive and negative impacts of technology, access to technology, assistive technology, technology proficiencies, social media in people’s lives, commerce, and society, including cybercrime, cyberbullying, and peer pressure. (CAS)
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 | * AP CS-P Explore Performance Task Submissions
* Supervising practitioner observes candidate
* Coursework with sample assignments
* Workshops with follow up reflections
* Professional Presentations
* Student work (writing samples, posters)
* Evidence of supporting the implementation of assistive technology devices
* Evidence of supporting classroom teachers with LMS, and instructional technology
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| **Rubric Indicator** | **Forms of Evidence** | **Potential Sources of Evidence** |
| 1. Selection and use of digital tools or resources to create an artifact, solve a problem, communicate, and publish online. (DTC)
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 | * AP CS-P Create Performance Task Submissions
* Supervising practitioner observes candidate
* Coursework with sample assignments
* Workshops with follow up reflections
* Professional Presentation
* Student work (writing samples, code/project samples)
 |
| 1. Use of advance research skills including advanced searches, digital source evaluation, synthesis of information and appropriate digital citation. (DTC)
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 | * AP CS-P Explore Performance Task Submissions
* Coursework with sample assignments
* Workshops with follow up reflections
* Professional Presentations
* Student work (writing samples, posters, projects)
* Supervising practitioner observes candidate
* Communication log or meeting notes from collaboration with a library media specialist
 |
| 1. Selection and use of best computing devices and networks to accomplish a real-world task and understand network structures, functionality, and vulnerabilities. (CS)
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 | * Supervising practitioner observes candidate
* Coursework with sample assignments
* Workshops with follow up reflections
* Professional Presentations
* Student reflection
* Student work (writing samples, code/projects)
* Communication log or meeting notes from collaborative work with a peer on selecting devices and networks
* Closed tickets from teacher-led, student-run Help Desks
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| **Rubric Indicator** | **Forms of Evidence** | **Potential Sources of Evidence** |
| 1. Use troubleshooting strategies to solve routine hardware and software problems, by using systematic approaches to isolate and identify steps involved in diagnosing tasks/problems and plan solutions. (CS)
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 | * Supervising practitioner observes candidate
* Coursework with sample assignments
* Workshops with follow up reflections
* Professional Presentations
* Student work samples
* Closed tickets from teacher-led, student-run Help Desks
* Observational and written evidence that candidate can use a systematic approach to resolve routine hardware and software problems
* Documentation from peer of troubleshooting and diagnosing hardware and software problems
 |
| 1. Differentiate tasks/problems best solved by computing systems and/or by humans and evaluate the benefits of using a service with respect to function and quality.(CS)
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 | * Coursework with sample assignments
* Workshops with follow up reflections
* Professional Presentations
* Supervising practitioner observes candidate
* School-based committee work
* Student work (writing samples, code/projects)
 |
| 1. Create a new representation through generalization and decomposition. Write and debug algorithms in a structured language. (CT)
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 | * Student Work demonstrating abstraction and computational thinking
* Supervising practitioner observes candidate
* Coursework with sample assignments
* Workshops with follow up reflections
* Professional Presentations
* Lesson plans around pseudocode, tracing, debugging techniques
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| **Rubric Indicator** | **Forms of Evidence** | **Potential Sources of Evidence** |
| 1. Understand how different data representation affects storage and quality. Create, modify, and manipulate data structures, data sets, and data visualizations. (CT)
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 | * Supervising practitioner observes candidate
* Lesson Plans around data handling (sets, manipulation, structures, visualizations)
* Coursework with sample assignments
* Workshops with follow up reflections
* Professional Presentations
* Student work (writing samples, code/projects)
 |
| 1. Create programs to produce an artifact or solve a problem. (CT)
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 | * Student Work (block and text based programs)
* Supervising practitioner observes candidate
* Coursework with sample assignments
* Workshops with follow up reflections
* Professional Presentations
* Lesson plans around program tracing, writing, and debugging techniques
 |
| 1. Create models and simulations to formulate, test, analyze, and refine a hypothesis. (CT)
 | * Observation
* Artifacts of Practice
* Student Feedback
* Measures of Student Learning
 | * Supervising practitioner observes candidate
* Lesson Plans around modeling and simulation objective
* Samples of students work before and after testing and refined work
* Published work (articles, simulation-based analysis)
* Quantitative analysis of assessment results (e.g. Excel) with teacher reflection
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