

ACEI	INTASC	Unsatisfactory 0	Basic 1	Proficient 2	Distinguished 3	Evidence
<p>ACEI #1 Learning and Motivation</p> <p>Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.</p>	<p>INTASC #2</p> <p>The teacher intern understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development</p>	<p>The intern/candidate</p> <ul style="list-style-type: none"> -rarely activates students' prior knowledge when presenting new ideas or makes links to students' experiences. -never or rarely draws on student experiences and thinking while planning, does not do not elicit samples of student thinking orally and in writing, does not listen/observe and analyze group interactions. -never or rarely uses assessment of students as a tool in planning instruction that meets learners' need and promotes further development. -never or rarely takes advantage of student strengths as a basis for growth or uses errors as an opportunity for learning. -is unaware of the expected developmental progression of students (physical, social -little or no understanding of planning and teaching as a responsive process and learning as a developmental process. 	<p>The intern/candidate</p> <ul style="list-style-type: none"> - occasionally activates students' prior knowledge by linking new ideas to already familiar ideas and making connections to students' experiences. - occasionally draws on student experiences and thinking while planning and therefore occasionally elicits samples of student thinking orally and in writing, occasionally listens/observes and analyze group interactions to assist in planning. -occasionally uses assessment of students as a tool in planning instruction that meets learners' need and promotes further development. -occasionally takes advantage of student strengths as a basis for growth or uses errors as an opportunity for learning. -minimal knowledge of the characteristics of the age group 	<p>The intern/candidate</p> <ul style="list-style-type: none"> - frequently activates students' prior knowledge by linking new ideas to already familiar ideas and making connections to students' experiences. -demonstrates an awareness of the importance of accessing and considering student experiences and thinking in instructional planning by frequently encouraging discussion, by gathering samples of student thinking orally and in writing, and by listening and responding to group interactions. -demonstrates skill in using assessment to design instruction that meets learners' need and promotes further development. -uses student strengths as a basis for growth and errors as an opportunity for learning. -demonstrates knowledge of the characteristics of the age group 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -consistently activates students' prior knowledge when presenting new ideas and makes links to students' experiences. -demonstrates an awareness of the importance of accessing and considering student experiences and thinking in instructional planning by consistently encouraging discussion, by gathering samples of student thinking orally and in writing and by listening and responding to group interactions. -consistently uses assessment of students as a tool in planning instruction that meets learners' need and promotes further development. -consistently takes advantage of student strengths as a basis for growth and uses errors as an opportunity for learning. -consistently demonstrates knowledge of the characteristics of the age group 	<ul style="list-style-type: none"> -differentiated lesson Plans -observations and field evaluations -reflections -video analysis -social action project -teaching philosophy statement
<p>ACEI #2a Curriculum</p> <p>Central concepts, tools of inquiry, and structures of content.</p>	<p>INTASC #1</p> <p>Understands the central concepts,</p>	<p>The intern/candidate:</p> <ul style="list-style-type: none"> -exhibits an understanding of the subject(s) taught but lacks the facility to explain the subject(s). -incorporates little or no 	<p>The intern/candidate:</p> <ul style="list-style-type: none"> -exhibits an understanding of the subject(s) taught but occasionally lacks the facility to explain the subject(s) 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -exhibits an understanding of the subject(s) taught and frequently demonstrates the facility to explain the subject(s) 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -exhibits an understanding of the subject(s) taught and consistently demonstrates the facility to explain the subject(s) 	<ul style="list-style-type: none"> -assessments -lesson plans -observations

<p>Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels.</p>	<p>tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.</p>	<p>additional, current resources and materials to teach the subject(s).</p> <p>-rarely or never modifies instruction to make topics relevant to students' lives and experiences.</p> <p>-shows little ability to engage and maintain students' attention and to recapture or refocus it as necessary.</p> <p>-rarely or never creates interdisciplinary learning experiences.</p> <p>-rarely or never encourages students' academic curiosity, critical thinking, and diverse perspectives.</p> <p>-rarely checks for students' understanding with questions, review activities, and various assessment strategies.</p> <p>-has difficulty in providing clear and concise explanation of lessons.</p>	<p>-occasionally incorporates additional, current resources and materials to teach the subject(s).</p> <p>-occasionally modifies instruction to make topics relevant to students' lives and experiences.</p> <p>occasionally shows, the ability to engage and maintain students' attention and to recapture or refocus it as necessary.</p> <p>-occasionally creates interdisciplinary learning experiences.</p> <p>-occasionally encourages students' academic curiosity, critical thinking, and diverse perspectives.</p> <p>-checks for students' understanding with questions, review activities, and various assessment strategies.</p> <p>-does not consistently provide clear and concise explanation of lessons.</p>	<p>-frequently incorporates additional, current resources and materials to teach the subject(s)</p> <p>-frequently modifies instruction to make topics relevant to students' lives and experiences.</p> <p>-frequently shows the ability to engage and maintain students' attention and to recapture or refocus it as necessary.</p> <p>-frequently creates interdisciplinary learning experiences.</p> <p>-frequently encourages students' academic curiosity, critical thinking, and diverse perspectives.</p> <p>-checks for students' understanding with questions, review activities, and various assessment strategies.</p> <p>-provides clear and concise explanation of lessons</p>	<p>-consistently incorporates additional, current resources and materials to teach the subject(s).</p> <p>-consistently modifies instruction to make topics relevant to students' lives and experiences.</p> <p>-consistently shows the ability to engage and maintain students' attention and to recapture or refocus it as necessary.</p> <p>-consistently creates interdisciplinary learning experiences.</p> <p>-consistently encourages students' academic curiosity, critical thinking, and diverse perspectives.</p> <p>-checks for students' understanding with questions, review activities, and various assessment strategies.</p> <p>-provides clear and concise explanation of lessons.</p>	<p>-reflections/ written/verbal</p> <p>-student artifacts of learning</p> <p>-teaching philosophy statement</p> <p>-audiotape/ videotape with reflections</p> <p>-resource data base</p> <p>-integrated unit</p>
<p>ACEI #2b Language Arts</p> <p>Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language</p>		<p>The intern/candidate:</p> <p>-rarely makes connection to the major approaches to teaching reading and writing</p> <p>-has difficulty utilizing appropriate literature, print, and non-print media throughout all subject areas</p> <p>-rarely integrate strategies to help lead inquiry and active engagement in students' learning</p>	<p>The intern/candidate:</p> <p>-occasionally makes connection to the major approaches to teaching reading and writing</p> <p>-occasionally uses appropriate literature, print, and non-print media throughout all subject areas</p> <p>-occasionally integrates strategies to help lead inquiry and active</p>	<p>The intern/candidate:</p> <p>-frequently makes connections to the major approaches of teaching reading and writing</p> <p>-frequently uses appropriate literature, print, and non-print media throughout all subject areas</p> <p>-frequently integrates strategies to help lead inquiry and active</p>	<p>The intern/candidate:</p> <p>-consistently makes connections to the major approaches of teaching reading and writing</p> <p>-consistently uses appropriate literature, print, and non-print media throughout all subject areas</p> <p>-consistently integrates</p>	<p>-teacher evaluations</p> <p>-lesson plans</p> <p>-thematic units</p> <p>-artifacts of student learning</p>

<p>and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials and ideas;</p>		<ul style="list-style-type: none"> -has difficulty describing the components of the reading act -fails to demonstrate a knowledge of the stages and phases of reading development -rarely creates a print-rich environments, which promotes the development of effective communication -does not design instruction that is stage level appropriate that relates to grade level standards of learning -fails to demonstrate knowledge of successful vocabulary acquisition techniques, phonics activities, and word study skills across the subject areas -does not differentiate among speech patterns potentially affecting both students' progress in reading and teachers' methods of instruction, particularly accents, regional and ethnic dialects, and those patterns shown by students learning English as a second language -rarely demonstrates the integration of strategies for teaching reading in the content areas -rarely uses effective strategies for monitoring students' comprehension -rarely uses effective questioning techniques 	<p>engagement in students' learning</p> <ul style="list-style-type: none"> -sometimes has difficulty describing the components of the reading act -occasionally demonstrates a knowledge of the stages and phases of reading development -attempts to create a print-rich environments, which promotes the development of effective communication -occasionally designs instruction that is stage level appropriate that relates to grade level standards of learning -attempts to demonstrate knowledge of successful vocabulary acquisition techniques, phonics activities, and word study skills across the subject areas -recognizes that speech patterns potentially affect both students' progress in reading and teachers' methods of instruction, particularly accents, regional and ethnic dialects, and those patterns shown by students learning English as a second language, but rarely does anything about it -occasionally integrates strategies for teaching reading in the content areas -occasionally uses effective strategies for monitoring students' comprehension 	<p>engagement in students' learning</p> <ul style="list-style-type: none"> -frequently integrates components of the reading act throughout lessons -frequently demonstrates a knowledge of the stages and phases of reading development - creates a print-rich environments, which promotes the development of effective communication -frequently designs instruction that is stage level appropriate that relates to grade level standards of learning - demonstrates knowledge of successful vocabulary acquisition techniques, phonics activities, and word study skills across the subject areas -frequently differentiates among speech patterns potentially affecting both students' progress in reading and teachers' methods of instruction, particularly accents, regional and ethnic dialects, and those patterns shown by students learning English as a second language -frequently demonstrates the integration of strategies for teaching reading in the content areas -frequently uses effective strategies for monitoring 	<p>strategies to help lead inquiry and active engagement in students' learning</p> <ul style="list-style-type: none"> -consistently integrates the components of the reading act throughout all lessons -consistently develops lessons that demonstrate a knowledge of the stages and phases of reading development - creates a print-rich environments, which promotes the development of effective communication and active engagement in learning -consistently designs instruction that is stage level appropriate that relates to grade level standards of learning -consistently integrates vocabulary acquisition techniques, phonics activities, and word study skills across the subject areas -consistently differentiates among speech patterns potentially affecting both students' progress in reading and teachers' methods of instruction, particularly accents, regional and ethnic dialects, and those patterns shown by students learning English as a second language throughout all lessons -consistently models and integrates strategies for teaching reading across the 	<ul style="list-style-type: none"> -case studies -video/audio tape analysis -journal reflections
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		<p>-rarely uses techniques that facilitate active discussion</p> <p>-rarely implements the use of comprehensive strategies through metacognitive processes through lesson plan creation</p> <p>-rarely shows that spelling can be supported as part of editing in the writing process and through the study of orthography</p> <p>-rarely designs ways to integrate reading instruction with literature, language arts and with students' lives outside the classroom as well as with the rest of the elementary curriculum</p>	<p>-attempts to use effective questioning techniques</p> <p>-occasionally facilitates active discussion</p> <p>-occasionally uses comprehensive strategies through metacognitive processes</p> <p>-occasionally demonstrates that spelling can be supported as part of editing in the writing process and through the study of orthography</p> <p>-occasionally designs ways to integrate reading instruction with literature, language arts and with students' lives outside the classroom as well as with the rest of the elementary curriculum</p>	<p>students' comprehension</p> <p>-frequently uses effective questioning techniques</p> <p>-frequently uses techniques that facilitate active discussion</p> <p>-implements the use of comprehensive strategies through metacognitive processes through lesson plan creation</p> <p>-frequently demonstrates that spelling can be supported as part of editing in the writing process and through the study of orthography</p> <p>-frequently designs ways to integrate reading instruction with literature, language arts and with students' lives outside the classroom as well as with the rest of the elementary curriculum</p>	<p>content areas</p> <p>-consistently models and uses effective strategies for monitoring students' comprehension</p> <p>-consistently models and uses effective questioning techniques</p> <p>-consistently uses techniques that facilitate active discussion</p> <p>-consistently models and implements comprehensive strategies through metacognitive processes</p> <p>-consistently demonstrates that spelling can be supported as part of editing in the writing process and through the study of orthography</p> <p>-consistently designs ways to integrate reading instruction with literature, language arts and with students' lives outside the classroom as well as with the rest of the elementary curriculum</p>	
<p>ACEI #2c. Science--</p> <p>Candidates know, understand, and use fundamental concepts in the subject matter of science--including physical, life, and earth and space sciences--as well as concepts in</p>		<p>The intern/candidate demonstrates:</p> <p>little or no understanding of the skills needed to do scientific inquiry.</p> <p>little or no understanding of the major concepts of one or more of the areas of physical, life, earth and space sciences.</p> <p>little or no understanding of distinctions between science and</p>	<p>The intern/candidate occasionally demonstrates:</p> <p>an understanding of the skills needed to do scientific inquiry.</p> <p>an understanding of the major concepts of one or more of the areas of physical, life, earth and space sciences.</p> <p>an understanding of distinctions</p>	<p>The intern/candidate frequently demonstrates:</p> <p>an understanding of the skills needed to do scientific inquiry.</p> <p>an understanding of the major concepts of one or more of the areas of physical, life, earth and space sciences.</p> <p>an understanding of</p>	<p>The intern/candidate consistently demonstrates:</p> <p>-a sophisticated understanding of the skills needed to do scientific inquiry.</p> <p>-a sophisticated understanding of the major concepts of one or more of the areas of physical, life, earth and space sciences.</p> <p>-a sophisticated understanding</p>	<p>-lesson plans</p> <p>-interdisciplinary unit</p> <p>-inquiry project/presentation</p> <p>-reflection papers on instruction/</p>

<p>science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy;</p>		<p>technology</p> <p>little or no understanding of how science relates to the needs of students, the local community, or society.</p> <p>little or no understanding of the history and nature of science.</p> <p>little or no understanding of the major concepts and principles that unify all scientific effort.</p> <p>little or no ability to effectively engage students in the learning of science through inquiry</p>	<p>between science and technology.</p> <p>an understanding of how science relates to the needs of students, the local community, or society.</p> <p>an understanding of the history and nature of science.</p> <p>an understanding of the major concepts and principles that unify all scientific effort.</p> <p>an ability to effectively engage students in the learning of science through inquiry</p>	<p>distinctions between science and technology.</p> <p>an understanding of how science relates to the needs of students, the local community, or society.</p> <p>an understanding of the history and nature of science.</p> <p>an understanding of the major concepts and principles that unify all scientific effort.</p> <p>an ability to effectively engage students in the learning of science through inquiry.</p>	<p>of distinctions between science and technology.</p> <p>a sophisticated understanding of how science relates to the needs of students, the local community, or society.</p> <p>a sophisticated understanding of the history and nature of science.</p> <p>a sophisticated understanding of the major concepts and principles that unify all scientific effort.</p> <p>a sophisticated ability to effectively engage students in the learning of science through inquiry.</p>	<p>observations of student interactions</p> <p>-assessment plans</p> <p>-artifacts of student learning</p>
<p>ACEI # 2d. Mathematics--</p> <p>Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and</p>		<p>The intern/candidate demonstrates:</p> <p>-little or no knowledge or understanding of the major concepts of mathematics</p> <p>-little or no ability to use the major concepts of mathematics</p> <p>-little or no ability to foster students' understanding of mathematical patterns, quantities, and relationships through inquiry, investigation, and problem solving</p> <p>-little or no understanding of the role of the reasoning and communication process in mathematics</p> <p>-little or no understanding of how mathematics relates to everyday</p>	<p>The intern/candidate demonstrates:</p> <p>-knowledge and understanding of the major concepts of mathematics</p> <p>-an ability to use the major concepts of mathematics</p> <p>-an ability to foster students' understanding of mathematical patterns and relationships by through inquiry, investigation, and problem solving</p> <p>-an understanding of the role of the reasoning and communication process in mathematics</p>	<p>The intern/candidate demonstrates:</p> <p>-knowledge and understanding of the major concepts of mathematics</p> <p>-an ability to use the major concepts of mathematics</p> <p>-an ability to foster students' understanding of mathematical patterns and relationships by through inquiry, investigation, and problem solving</p> <p>-an understanding of the role of the reasoning and communication process in mathematics</p>	<p>The intern/candidate demonstrates:</p> <p>-a sophisticated knowledge and understanding of the major concepts of mathematics</p> <p>-a sophisticated ability to use the major concepts of mathematics</p> <p>-a sophisticated ability to foster students' understanding of mathematical patterns and relationships by through inquiry, investigation, and problem solving</p> <p>-a sophisticated understanding of the role of the reasoning and communication process in mathematics</p>	<p>-lesson plans</p> <p>-shadow study</p> <p>-artifacts of student work</p> <p>-observations and field evaluations</p> <p>-reviews of resources</p> <p>-essay addressing philosophical stance</p>

spatial relationships that can represent phenomena, solve problems, and manage data;		<p>life and society</p> <p>-little or no understanding of children's mathematical development</p>	<p>-an understanding of how mathematics relates to everyday life and society</p> <p>-an understanding of children's mathematical development</p>	<p>-an understanding of how mathematics relates to everyday life and society</p> <p>-an understanding of children's mathematical development</p>	<p>-a sophisticated understanding of how mathematics relates to everyday life and society</p> <p>-a sophisticated understanding of children's mathematical development</p>	<p>-micro teaching</p>
<p>ACEI# 2e. Social studies--</p> <p>Candidates know, understand, and use the major concepts and modes of inquiry from the social studies--the integrated study of history, geography, the social sciences, and other related areas--to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;</p>		<p>The intern/candidate</p> <p>-rarely demonstrates an understanding of the concepts and modes of within social studies.</p> <p>-rarely integrates the study of history, geography to develop students skills</p> <p>-rarely accommodates children's development of skills for making informed decisions that effect society</p> <p>-rarely engages children in curriculum that enhances understanding of a culturally diverse democratic society.</p> <p>-rarely collects resources that aid children's learning of current affairs, and critical analysis of current events.</p>	<p>The intern/candidate:</p> <p>-occasionally demonstrates an understanding of the concepts and modes of within social studies.</p> <p>-occasionally integrates the study of history, geography to develop children's skills</p> <p>-occasionally accommodates children's development of skills for making informed decisions that effect society</p> <p>-occasionally engages children in curriculum that enhances understanding of a culturally diverse democratic society.</p> <p>-occasionally collects resources that aid children's learning of current affairs, and critical analysis of current events.</p>	<p>The intern/candidate</p> <p>-frequently demonstrates an understanding of the concepts and modes of within social studies</p> <p>-frequently integrates the study of history, geography to develop children's skills</p> <p>-frequently accommodates children's development of skills for making informed decisions that effect society</p> <p>-frequently engages children in curriculum that enhances understanding of a culturally diverse democratic society.</p> <p>-frequently collects resources that aid children's learning of current affairs, and critical analysis of current events.</p>	<p>The intern/candidate</p> <p>-consistently demonstrates an understanding of the concepts and modes of within social studies</p> <p>-consistently integrates the study of history, geography to develop children's skills</p> <p>-consistently accommodates children's development of skills for making informed decisions that effect society</p> <p>-consistently engages children in curriculum that enhances understanding of a culturally diverse democratic society.</p> <p>-consistently collects resources that aid children's learning of current affairs, and critical analysis of current events.</p>	<p>-social studies units integrating other content.</p> <p>-lesson plans</p> <p>-observations and field evaluations</p> <p>-reflections</p> <p>-social action project</p> <p>-teacher evaluations</p> <p>-artifacts of student learning</p> <p>-resource database</p>
<p>ACEI # 2f. The arts--</p> <p>Candidates know, understand, and use--as appropriate to their own understanding and skills--the content, functions, and</p>		<p>The intern/candidate</p> <p>-rarely includes arts within the curriculum, does not view the arts as important.</p> <p>-rarely considers the arts as a means to help children construct knowledge.</p>	<p>The intern/candidate</p> <p>-occasionally includes arts within the curriculum, does not view the arts as important.</p> <p>-occasionally considers the arts as a means to help children construct knowledge.</p>	<p>The intern/candidate</p> <p>-frequently includes arts within the curriculum</p> <p>-frequently considers the arts as a means to help children construct knowledge.</p>	<p>The intern/candidate</p> <p>-consistently includes arts within the curriculum.</p> <p>-consistently considers the arts as a means to help children construct knowledge.</p>	<p>-lesson plans</p> <p>-art/music/drama integrated into a unit</p> <p>-artifacts of</p>

<p>achievements of dance, music, theater, and the several visual arts as primary media for communication inquiry, and insight among elementary students;</p>		<p>-rarely considers the arts as a form of assessment of children's learning.</p> <p>-rarely considers the arts as a forum of communication between children or a mode for communication to the community outside the classroom.</p>	<p>-occasionally considers the arts as a form of assessment of children's learning.</p> <p>-occasionally considers the arts as a forum of communication between children or a mode for communication to the community outside the classroom</p>	<p>-frequently considers the arts as a form of assessment of children's learning.</p> <p>-frequently considers the arts as a forum of communication between children or a mode for communication to the community outside the classroom</p>	<p>-consistently considers the arts as a form of assessment of children's learning.</p> <p>-consistently considers the arts as a forum of communication between children or a mode for communication outside the classroom</p>	<p>student work</p> <p>-observations/evaluations</p>
<p>ACEI # 2g. Health education--</p> <p>Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;</p>		<p>The intern/candidate</p> <p>-rarely engages the children in conversations about health issues in their everyday lives.</p> <p>-rarely designs curriculum to address health issues within science or other content areas.</p> <p>-rarely permits children to develop and practice skills that contribute to good health.</p> <p>-rarely models skills to develop good health.</p>	<p>The intern/candidate</p> <p>-occasionally engages the children in conversations about health issues in their everyday lives.</p> <p>-occasionally designs curriculum to address health issues within science or other content areas.</p> <p>-occasionally permits children to develop and practice skills that contribute to good health.</p> <p>-occasionally models skills to develop good health practices.</p>	<p>The intern/candidate</p> <p>-frequently engages the children in conversations about health issues in their everyday lives.</p> <p>-frequently designs curriculum to address health issues within science or other content areas.</p> <p>-frequently permits children to develop and practice skills that contribute to good health.</p> <p>-frequently models skills to develop good health practices.</p>	<p>The intern/candidate</p> <p>-consistently engages the children in conversations about health issues in their everyday lives.</p> <p>-consistently designs curriculum to address health issues within science or other content areas.</p> <p>-consistently permits children to develop and practice skills that contribute to good health.</p> <p>-consistently models skills to develop good health practices.</p>	<p>-units on health issues</p> <p>-lesson plans</p> <p>-observations/evaluations</p>
<p>ACEI# 2h. Physical education--</p> <p>Candidates know, understand, and use--as appropriate to their own understanding and skills--human movement and physical activity as central elements to foster active, healthy life styles</p>		<p>The intern/candidate</p> <p>-rarely engages children in movement within the classroom context.</p> <p>-rarely provides experiences outside the classroom that enhance physical development</p> <p>-rarely engages children in conversations about the benefits of physical activity.</p>	<p>The intern/candidate</p> <p>-occasionally engages children in movement within the classroom context.</p> <p>-occasionally provides experiences outside the classroom that enhance physical development</p> <p>-occasionally engages children in conversations about the benefits of physical activity.</p>	<p>The intern/candidate</p> <p>-frequently engages children in movement within the classroom context.</p> <p>-frequently provides experiences outside the classroom that enhance physical development</p> <p>-frequently engages children in conversations about the benefits of physical activity.</p>	<p>The intern/candidate</p> <p>-consistently engages children in movement within the classroom context.</p> <p>-consistently provides experiences outside the classroom that enhance physical development</p> <p>-consistently engages children in conversations about the benefits of physical activity.</p>	<p>-lesson plans</p> <p>-observations</p>

and enhanced quality of life for elementary students;						
<p>ACEI # 2i. Connections across the curriculum--</p> <p>Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues</p>		<p>The intern/candidate</p> <ul style="list-style-type: none"> -rarely provides curricular design that shows connections among concepts and content areas. -rarely engages students in conversations about connections between concepts and real world issues. -rarely or never creates interdisciplinary learning experiences. -rarely or never encourages students' academic curiosity, critical thinking, and diverse perspectives. 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -occasionally provides curricular design that shows connections among concepts and content areas. -occasionally engages students in conversations about connections between concepts and real world issues. - occasionally creates interdisciplinary learning experiences for the students. -occasionally encourages students' academic curiosity, critical thinking, and diverse perspectives. 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -frequently provides curricular design that shows connections among concepts and content areas. -frequently engages students in conversations about connections between concepts and real world issues. -frequently creates interdisciplinary learning experiences for the students. -engages students' in academic curiosity, critical thinking, and diverse perspectives. 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -consistently provides curricular design that shows connections among concepts and content areas. -consistently engages students in conversations about connections between concepts and real world issues. -interdisciplinary learning experiences are woven throughout learning experiences of the students -engages students' in academic curiosity, critical thinking, and diverse perspectives. 	<ul style="list-style-type: none"> -lesson plans -integrated units -artifacts of student work -observations and evaluations
<p>INSTRUCTION ACEI # 3a. Integrating and applying knowledge for instruction--</p> <p>Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;</p>	<p>INTASC 7</p> <p>The teacher intern plans instruction based upon knowledge of subject matter, state and national standards, students, and the community.</p>	<p>The intern/candidate:</p> <ul style="list-style-type: none"> -rarely creates a learning environment conducive to learning -neglects to consider the safety aspect of the classroom in constructing the environment. -rarely plans for learning opportunities that accommodate different learning styles and performance modes. -rarely or never uses available resources to link student learning to the community. -rarely bases instruction on goals 	<p>The intern/candidate</p> <ul style="list-style-type: none"> - occasionally creates a learning environment conducive to learning -neglects to consider the safety aspect of the classroom in constructing the environment. -occasionally plans for learning opportunities that accommodate different learning styles and performance modes. -occasionally uses available resources to link student learning to the community. 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -frequently creates a learning environment conducive to learning -neglects to consider the safety aspect of the classroom in constructing the environment. -frequently plans for learning opportunities that accommodate different learning styles and performance modes. -frequently uses available resources to link student learning to the community. 	<p>The intern/candidate</p> <ul style="list-style-type: none"> - consistently creates a learning environment conducive to learning -neglects to consider the safety aspect of the classroom in constructing the environment. -consistently plans for learning opportunities that accommodate different learning styles and performance modes. -consistently uses available resources to link student learning to the community. 	<ul style="list-style-type: none"> -planning units or series of lessons -integrated units -instructional plans based on case study -lesson plans -observations / cooperating teacher evaluations

		<p>that reflect high expectations, conceptual understanding of the subject, and the importance of learning the subject.</p> <p>-rarely develops lesson plans that are clear, logical, and sequential. Within those plans, the intern rarely designs learning activities that are clearly connected to instructional objectives-. rarely links objectives for instruction to prior student learning.</p> <p>-rarely selects appropriate student objectives for lessons consistent with division guidelines and the Virginia Standards of Learning. Without substantial guidance, the intern rarely matches the content and skills taught to the overall curriculum scope and sequence.</p>	<p>-occasionally bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning the subject.</p> <p>-develops lesson plans that are clear, logical, and sequential. Within those plans, the intern designs learning activities that are clearly connected to instructional objectives and links objectives for instruction to prior student learning.</p> <p>-selects appropriate student objectives for lessons consistent with division guidelines and the Virginia Standards of Learning, and matches the content and skills taught to the overall curriculum scope and sequence.</p>	<p>-frequently bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning the subject.</p> <p>-develops lesson plans that are clear, logical, and sequential. Within those plans, the intern designs learning activities that are clearly connected to instructional objectives and links objectives for instruction to prior student learning.</p> <p>-selects appropriate student objectives for lessons consistent with division guidelines and the Virginia Standards of Learning, and matches the content and skills taught to the overall curriculum scope and sequence.</p>	<p>-consistently bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning the subject.</p> <p>-develops lesson plans that are clear, logical, and sequential. Within those plans, the intern designs learning activities that are clearly connected to instructional objectives and links objectives for instruction to prior student learning.</p> <p>-selects appropriate student objectives for lessons consistent with division guidelines and the Virginia Standards of Learning and matches the content and skills taught to the overall curriculum scope and sequence.</p>	
<p>ACEI # 3b. Adaptation to diverse students--</p> <p>Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;</p>	<p>INTASC 3</p> <p>The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>The intern/candidate</p> <p>-rarely selects materials and adapts instructional strategies to meet the diverse learning needs of students or cultural heritage</p> <p>-does not vary teaching strategies to include cooperative peer and project-based learning, audio-visual presentations, lecture, discussions and inquiry, practice and application, and presentations by community resources.</p> <p>-inability to pace instruction appropriately and time lost in transitions</p>	<p>The intern/candidate</p> <p>-occasionally selects materials and adapts instructional strategies to meet the divers learning needs of students .or cultural heritage</p> <p>-occasionally uses teaching -strategies to include cooperative, peer and project-based learning, audio-visual presentations, lecture, discussions and inquiry, practice and application, and presentations by community resources.</p> <p>-demonstrates minimal skill at</p>	<p>The intern /candidate</p> <p>-frequently selects materials and adapts instructional strategies to meet the diverse learning needs of students or cultural heritage</p> <p>-frequently varies teaching strategies that include cooperative, peer and project-based learning, audio-visual presentations, lecture, discussions and inquiry, practice and application, and presentations by community resources.</p> <p>-demonstrates skill at pacing</p>	<p>The intern/candidate</p> <p>-consistently selects materials and adapts instructional strategies to meet the diverse learning needs of students or cultural heritage</p> <p>-consistently varies teaching strategies that include cooperative, peer and project-based learning, audio-visual presentations, lecture, discussions and inquiry, practice and application, and presentations by community resources.</p> <p>-consistently demonstrates skill</p>	<p>differentiated lesson plans</p> <p>-social action project</p> <p>-case study</p> <p>-shadow study</p> <p>-teacher evaluations</p> <p>-video analysis</p>

		<p>-does not demonstrate a firm belief that all students can learn at high levels and persists in helping them achieve.</p> <p>-does not demonstrate respect for individual, cultural, religious, and racial differences of students.</p>	<p>pacing instruction appropriately.</p> <p>-demonstrates a belief that all students can learn at high levels and persists in helping them achieve.</p> <p>- demonstrates respect for individual, cultural, religious, and racial differences of students.</p>	<p>instruction appropriately.</p> <p>-demonstrates a firm belief that all students can learn at high levels and persists in helping them achieve.</p> <p>-demonstrates respect for individual, cultural, religious, and racial differences of students.</p>	<p>at pacing instruction appropriately.</p> <p>-consistently demonstrates a firm belief that all students can learn at high levels and persists in helping them achieve.</p> <p>-consistently demonstrates respect for individual, cultural, religious, and racial differences of students</p>	
<p>ACEI # 3c. Development of critical thinking, problem solving, performance skills-</p> <p>Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;</p>	<p>INTASC 4</p> <p>The teacher intern understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.</p>	<p>The intern/candidate</p> <p>-rarely evaluates curricular materials for accuracy, currency, and student interest.</p> <p>-provides students with little or no materials and media that are appropriate and challenging for their instructional levels.</p> <p>-rarely provides opportunities for developing problem-solving skills and independent thinking in students.</p> <p>-has not developed clear, accurate presentations and representations of concepts, i.e. lessons.</p> <p>-rarely monitors and adjusts strategies in response to learner feedback</p>	<p>The intern/candidate</p> <p>-occasionally evaluates curricular materials for accuracy, currency, and student interest.</p> <p>-occasionally provides students with materials and media that are appropriate and challenging for their instructional levels.</p> <p>-occasionally provides opportunities for developing problem-solving skills and independent thinking in students.</p> <p>- development of a variety of clear, accurate presentations and representations of concepts, i.e. lessons is sporadic</p> <p>-monitors and adjusts strategies in response to learner feedback</p>	<p>The intern/candidate</p> <p>-frequently evaluates curricular materials for accuracy, currency, and student interest.</p> <p>-frequently provides students with materials and media that are appropriate and challenging for their instructional levels</p> <p>-frequently provides opportunities for developing problem-solving skills and independent thinking in students.</p> <p>-has developed a variety of clear, accurate presentations and representations of concepts, i.e. lessons.</p> <p>-monitors and adjusts strategies in response to learner feedback.</p>	<p>The intern/candidate</p> <p>-consistently evaluates curricular materials for accuracy, currency, and student interest.</p> <p>-consistently provides students with materials and media that are appropriate and challenging for their instructional levels.</p> <p>-consistently provides opportunities for developing problem-solving skills and independent thinking in students.</p> <p>-consistently develops a variety of clear, accurate presentations and representations of concepts, i.e. lessons.</p> <p>-monitors and adjusts strategies in response to learner feedback</p>	<p>-lesson plans</p> <p>-technology integrated lesson plans</p> <p>-instructional activities</p> <p>-observation/evaluation</p>
<p>ACEI # 3d. Active engagement in learning--</p> <p>Candidates use their knowledge and understanding of individual and</p>	<p>INTASC 5</p> <p>The teacher intern uses an understanding of individual and group motivation</p>	<p>The intern /candidate</p> <p>-demonstrates little or no enthusiasm for and engagement in learning.</p> <p>- incorporates few or no principles of equal opportunity and non-</p>	<p>The intern/candidate</p> <p>-occasionally demonstrates enthusiasm for and engagement in learning.</p> <p>-occasionally incorporates principles of equal opportunity</p>	<p>The intern/candidate</p> <p>-frequently demonstrates enthusiasm for and engagement in learning.</p> <p>-frequently incorporates principles of equal opportunity</p>	<p>The intern/candidate</p> <p>-consistently demonstrates enthusiasm for and engagement in learning.</p> <p>-consistently incorporates principles of equal opportunity</p>	<p>-teacher evaluations</p> <p>-lesson plans</p> <p>-social action</p>

<p>group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;</p>	<p>and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>discrimination into classroom management</p> <ul style="list-style-type: none"> -rarely or never creates a learning community that promotes multicultural awareness, gender sensitivity, and appreciation of diversity. -rarely or never provides equitable opportunities for student engagement in productive tasks. -rarely, if ever, engages students in individual and cooperative learning activities. -rarely or never communicates clear expectations for appropriate interactions among students. -rarely or never encourages students to respect themselves and others. -rarely demonstrates awareness of student behavior 	<p>and non-discrimination into classroom management.</p> <ul style="list-style-type: none"> -occasionally, creates a learning community that promotes multicultural awareness, gender sensitivity, and appreciation of diversity. -occasionally provides equitable opportunities for student engagement in productive tasks. -occasionally engages students in individual and cooperative learning activities. -occasionally communicates clear expectations for appropriate interactions among students. -encourages students to respect themselves and others. - demonstrates awareness of student behavior 	<p>and non-discrimination into classroom management.</p> <ul style="list-style-type: none"> -frequently creates a learning community that promotes multicultural awareness, gender sensitivity, and appreciation of diversity. -provides frequent equitable opportunities for student engagement in productive tasks -frequently engages students in individual and cooperative learning activities. -frequently communicates clear expectations for appropriate interactions among students. -encourages students to respect themselves and others -demonstrates awareness of student behavior 	<p>and non-discrimination into classroom management.</p> <ul style="list-style-type: none"> -consistently creates a learning community that promotes multicultural awareness, gender sensitivity, and appreciation of diversity. -consistently provides equitable opportunities for student engagement in productive tasks. -frequently engages students in individual and cooperative learning activities. -consistently communicates clear expectations for appropriate interactions among students. - encourages students to respect themselves and others. -consistently demonstrates awareness of student behavior 	<p>project</p> <ul style="list-style-type: none"> -observations -management plan -teacher inquiry project -interest inventories -behavior modification plans -checklists -cooperative grouping activities
<p>ACEI # 3e. Communication to foster collaboration--</p> <p>Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive</p>	<p>INTASC 6</p> <p>The teacher intern uses knowledge of effective verbal, non-verbal and media communication techniques and appropriate technology to foster active inquiry, collaboration,</p>	<p>The intern/candidate</p> <ul style="list-style-type: none"> -rarely or never solicits comments, questions, examples, and other contributions from students throughout lessons. -provides little or no support for student expression in speaking, writing, and other media. -uses little or no technological materials and resources to engage students in varied learning experiences. -rarely provides access to 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -occasionally solicits comments, questions, examples, and other contributions from students throughout lessons. -occasionally provides support for student expression in speaking, writing, and other media. -occasionally uses technological materials and resources to engage students in varied learning experiences. -responds positively to student 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -frequently solicits comments, questions, examples, and other contributions from students throughout lessons. -frequently provides support for student expression in speaking, writing, and other media. -frequently uses technological materials and resources to engage students in varied learning experiences. 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -consistently demonstrates enthusiasm for and engagement in learning. -consistently incorporates principles of equal opportunity and non-discrimination into classroom management -consistently creates a learning community that promotes multicultural awareness, gender sensitivity, and appreciation of diversity. 	<ul style="list-style-type: none"> -reflections -instructional planning -teaching philosophy statement -classroom management plan -observation /evaluation

<p>interaction in the elementary classroom.</p>	<p>and supportive interaction in the classroom</p>	<p>technology for student learning</p> <ul style="list-style-type: none"> -rarely uses questioning strategies effectively. -rarely responds positively to student questions and encourages active engagement. -exhibits difficulty with using correct grammar and acceptable forms of oral and written expression. -rarely gives directions that are clear and reasonable and contain an appropriate level of detail. -does not communicate in ways that demonstrate sensitivity to cultural and gender differences. 	<p>questions and encourages active engagement.</p> <ul style="list-style-type: none"> -uses correct grammar and acceptable forms of oral and written expression. -gives directions that are clear and reasonable and contain an appropriate level of detail. -is effective in communicating ideas and information. The intern communicates in ways that demonstrate sensitivity to cultural and gender differences. 	<ul style="list-style-type: none"> -responds positively to student questions and encourages active engagement. -uses correct grammar and acceptable forms of oral and written expression. -gives directions that are clear and reasonable and contain an appropriate level of detail. -is effective in communicating ideas and information. -communicates in ways that demonstrate sensitivity to cultural and gender differences 	<ul style="list-style-type: none"> -provides frequent equitable opportunities for student engagement in productive tasks. - consistently engages students in individual and cooperative learning activities. -consistently communicates clear expectations for appropriate interactions among students. -encourages students to respect themselves and others 	<ul style="list-style-type: none"> -technology plan -lesson plans incorporating student use of technology
<p>ASSESSMENT ACEI # 4. Assessment for instruction--</p> <p>Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.</p>	<p>INTASC 8</p> <p>The teacher intern understands and uses formal and informal assessment strategies, consistent with instructional goals, to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>The intern/candidate</p> <ul style="list-style-type: none"> -rarely or never observes/monitors student understanding on an ongoing basis and adjusts teaching when necessary. -rarely or never uses multiple assessments congruent with instructional goals both in content and process. -rarely or never uses pre-assessment data in developing expectations for students as a basis for documenting learning gains. -rarely or never uses student products as a source for assessment and instructional decisions. -rarely or never provides opportunities for students to 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -occasionally observes/monitors student understanding on an ongoing basis and adjusts teaching when necessary. -occasionally uses multiple assessments congruent with instructional goals both in content and process. -occasionally uses pre-assessment data in developing expectations for students as a basis for documenting learning gains. -occasionally uses student products as a source for assessment and instructional decisions. -occasionally provides opportunities for students to 	<p>The intern/candidate</p> <ul style="list-style-type: none"> - frequently observes/monitors student understanding on an ongoing basis and adjusts teaching when necessary. -frequently uses multiple assessments congruent with instructional goals both in content and process. -frequently uses pre-assessment data in developing expectations for students as a basis for documenting learning gains. -frequently uses student products as a source for assessment and instructional decisions. -frequently provides 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -consistently observes/monitors student understanding on an ongoing basis and adjusts teaching when necessary. -consistently uses multiple assessments congruent with instructional goals both in content and process. -consistently uses pre-assessment data in developing expectations for students as a basis for documenting learning gains. -consistently uses student products as a source for assessment and instructional decisions. -consistently provides 	<ul style="list-style-type: none"> -formal and informal assessments -observation and checklist data -case study -shadow study -lesson plans -teacher inquiry project -classroom management plan

		<p>contribute to developing criteria and standards where appropriate</p> <ul style="list-style-type: none"> -rarely or never communicates clear expectations for learning and behavior to students and parents. -tests do not always reflect the content being studied. -does not provide prompt and meaningful feedback to students about performance and progress. -does not demonstrate competence in recording and reporting student achievement. -has difficulty incorporating strategies to prepare students for SOL and standardized testing. 	<p>contribute to developing criteria and standards where appropriate.</p> <ul style="list-style-type: none"> -usually communicates clear expectations for learning and behavior to students and parents. -prepares tests that reflect the academic content studied. -provides prompt and meaningful feedback to students about performance and progress -demonstrates competence in recording and reporting student achievement -incorporates strategies to prepare students for SOL and standardized testing. 	<p>opportunities for students to contribute to developing criteria and standards where appropriate.</p> <ul style="list-style-type: none"> -communicates clear expectations for learning and behavior to students and parents. -prepares tests that reflect the academic content studied. -provides prompt and meaningful feedback to students about performance and progress. -demonstrates competence in recording and reporting student achievement. -incorporates strategies to prepare students for SOL and standardized testing. 	<p>opportunities for students to contribute to developing criteria and standards where appropriate.</p> <ul style="list-style-type: none"> -communicates clear expectations for learning and behavior to students and parents. -prepares tests that reflect the academic content studied. -provides prompt and meaningful feedback to students about performance and progress. -demonstrates competence in recording and reporting student achievement. -incorporates strategies to prepare students for SOL and standardized testing. 	<ul style="list-style-type: none"> -plan for parent information process. -artifacts of student work with assessment and evaluation
<p>PROFESSIONALISM ACEI # 5a. Practices and behaviors of developing career teachers-- Candidates understand and apply practices and behaviors that are characteristic of developing career teachers; ACEI # 5b. Reflection and evaluation-- Candidates are aware of and reflect on their</p>	<p>INTASC 9</p> <p>The teacher intern is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who</p>	<p>The intern/candidate</p> <ul style="list-style-type: none"> -does little or no revision of classroom practice as a result of observation and reflection. -does little evaluation and identification of personal strengths and weaknesses as they relate to student learning. -does little or no collaboration with colleagues to improve instructional knowledge and skills. -does little to apply current literature about educational issues, trends, and practices. -sets few or no goals for 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -occasionally revises classroom practice as a result of observation and reflection. -occasionally evaluates and identifies personal strengths and weaknesses as they relate to student learning. -occasionally collaborates with colleagues to improve instructional knowledge and skills. -occasionally applies current literature about educational issues, trends, and practices. 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -frequently revises classroom practice as a result of observation and reflection. -frequently evaluates and identifies personal strengths and weaknesses as they relate to student learning. -frequently collaborates with colleagues to improve instructional knowledge and skills. -frequently applies current literature about educational issues, trends, and practices. 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -consistently revises classroom practice as a result of observation and reflection. -consistently evaluates and identifies personal strengths and weaknesses as they relate to student learning. -consistently collaborates with colleagues to improve instructional knowledge and skills. -consistently applies current literature about educational issues, trends, and practices. 	<ul style="list-style-type: none"> -reflections -cross grade and grade level team planning -projects planned in school and extra curricular, family nights etc. -professional seminars

<p>practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally;</p>	<p>actively seeks out opportunities to grow professionally .</p>	<p>improvement of skills and professional performance.</p> <ul style="list-style-type: none"> -makes little or no revisions in classroom practice as a result of direct feedback. -seldom seeks out professional resources 	<p>-occasionally sets goals for improvement of skills and professional performance.</p> <ul style="list-style-type: none"> -revises classroom practice as a result of direct feedback. -occasionally seeks out professional resources 	<p>-frequently sets goals for improvement of skills and professional performance.</p> <ul style="list-style-type: none"> -revises classroom practice as a result of direct feedback -frequently seeks out professional resources 	<p>-consistently sets goals for improvement of skills and professional performance.</p> <ul style="list-style-type: none"> -revises classroom practice as a result of direct feedback. -consistently seeks out professional resources 	<p>attended</p> <ul style="list-style-type: none"> -teacher inquiry project -membership in professional organizations -bibliography of professional reading
<p>5c. Collaboration with families--</p> <p>Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social and emotional growth of children;</p> <p>ACEI # 5d. Collaboration with colleagues and the community--</p> <p>Candidates foster relationships with school colleagues</p>	<p>INTASC 10</p> <p>The teacher intern fosters relationships with school colleagues, parents, and agencies in the larger community to support students and well-being.</p>	<p>The intern/candidate</p> <ul style="list-style-type: none"> - makes little or no connections with parents or guardians about student progress or problems in a timely manner, using the methods prescribed by the school setting. -makes little or no contribution to the overall school as a learning community. -does not support school and division policies. -is insensitive to the social and cultural backgrounds comprising the school’s learning community. -has not related to colleagues and parents in an ethical and professional manner and maintained confidentiality where appropriate. 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -occasionally makes connections with parent or guardians about student progress or problems in a timely manner, using the methods prescribed by the school setting. -occasionally makes a contribution to the overall school as a learning community. -supports school and division policies. -is sensitive to the social and cultural backgrounds comprising the school’s learning community. -relates to colleagues and parents in an ethical and professional manner and maintains confidentiality where appropriate. 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -frequently makes connections with parent or guardians about student progress or problems in a timely manner, using the methods prescribed by the school setting. -frequently makes a contribution to the overall school as a learning community. -supports school and division policies. -is sensitive to the social and cultural backgrounds comprising the school’s learning community. -relates to colleagues and parents in an ethical and 	<p>The intern/candidate</p> <ul style="list-style-type: none"> -consistently makes connections with parent or guardians about student progress or problems in a timely manner, using the methods prescribed by the school setting. -consistently makes a contribution to the overall school as a learning community. -supports school and division policies. -is sensitive to the social and cultural backgrounds comprising the school’s learning community. -relates to colleagues and 	<ul style="list-style-type: none"> -letters to parents -parent survey -parent conferences -initiated projects i.e. math nights, literacy events -observation /evaluation

and agencies in the larger community to support students' learning and well-being		-rarely attends professional development meetings.		professional manner and maintains confidentiality where appropriate.	parents in an ethical and professional manner and maintains confidentiality where appropriate	
Reflective Comprehensive Portfolio		<p>The intern/candidate's document</p> <p>Less than 10 pages</p> <p>Less than 10 Links</p> <p>Lack of connectedness to program goals (ACEI, INTASC & State Standards)</p> <p>Frequent grammatical and spelling errors</p> <p>No balance i.e. all photographs or no visuals</p> <p>Lack of clarity in narrative to help guide the reviewer</p> <p>Little to no reflection</p>	<p>The intern/candidate's document</p> <p>Meets page requirements (10-12 pages)</p> <p>Meets links to artifacts expectation (10-20 links)</p> <p>Connects narrative to program goals and ACEI Standards</p> <p>No grammatical or spelling errors</p> <p>Balance between the written and visual</p> <p>Narrative is confusing in parts in regard to guiding the reviewer</p> <p>Minimal reflection.</p>	<p>The intern/candidate's document</p> <p>Meets page requirements (10-12 pages)</p> <p>Meets links to artifacts expectation (10-20 links)</p> <p>Connects narrative to program goals and ACEI Standards</p> <p>No grammatical or spelling errors</p> <p>Good balance between the written and visual</p> <p>Narrative guides the reviewer</p> <p>Reflection is evident</p>	<p>The intern/candidate's document</p> <p>Meets page requirements (10-12 pages)</p> <p>Meets links to artifacts expectation (10-20 links)</p> <p>Connects narratives to program goals and ACEI Standards</p> <p>No grammatical or spelling errors</p> <p>Good balance between the written and visual</p> <p>Through the use of narrative, the candidate indicates strong reflection and links support the candidate's growth throughout the program.</p>	
Growth over Time	Growing and Developing Professionally	<p>The intern/candidate's document</p> <p>Clear examples of growth and change are not provided.</p> <p>Evidence supporting growth and change are not provided</p>	<p>The intern/candidate's document</p> <p>A few examples of growth and change are provided.</p> <p>Evidence supporting growth and change in several different areas of teaching are provided.</p>	<p>The intern/candidate's document</p> <p>Several examples of growth and change are provided.</p> <p>Evidence supporting growth and change in several different areas of teaching are provided</p>	<p>The intern/candidate's document</p> <p>Many examples of growth and change are provided, and they are written in a very reflective and introspective manner, with links that clearly supports several areas of teaching in which the candidate has grown and changed.</p>	Artifacts, Papers or projects created across the ELED program
	Knowledge of	The intern/candidate's document	The intern/candidate's document	The intern/candidate's document	The intern/candidate's document	

<p>Evidence of candidates impact upon student learning in the classroom</p>	<p>Content and Pedagogy</p> <p>Designs sequential and coherent instruction</p> <p>Reflection on teaching</p> <p>Growing and developing</p> <p>Assesses students learning</p>	<p>-shows little evidence, of examples showing that children learned information or gained skills as a result of instruction provided by the candidate.</p>	<p>-provides some examples demonstrating that children learned information or improved in their skills as a result of instruction provided by the candidate.</p> <p>-artifacts from the children are provided and the intern reflects about her/his learning, also provides explanations of assessments used to measure growth or learning as a result of instruction provided.</p> <p>-provides descriptions of how learning difficulties were addressed when encountered.</p>	<p>-provides some examples demonstrating that children learned information or improved in their skills as a result of instruction provided by the candidate.</p> <p>-artifacts from the children are provided and the intern reflects about her/his learning, also provides explanations of assessments used to measure growth or learning as a result of instruction provided.</p> <p>-provides descriptions of how learning difficulties were addressed when encountered.</p>	<p>-provides multiple examples that clearly demonstrate that children learned information or improved in their skills as a result of instruction provided by the candidate.</p> <p>-artifacts from the children are provided the intern reflects Introspectively about her/his impact upon student learning, and provides exemplary explanations of assessments used to measure growth or learning as a result of instruction provided.</p> <p>-provides exemplary descriptions of how learning difficulties were addressed when encountered</p>	<p>Artifacts, Papers or projects created across the ELED program</p>
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