

UMBC

AN HONORS UNIVERSITY IN MARYLAND

Clinical Practice Performance Assessment

Elementary Education





Standard 1 (ACEI Standard 1.0): Development, Learning, and Motivation

The teacher knows, understands, and uses 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.

Potential Sources of Evidence

- Lesson Plan
- Classroom Observation
- Pre/Post Observation Conference

RATINGS

Limited (1)	<p>Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.</p> <p>Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.</p>
Developing (2)	<p>Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.</p> <p>Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.</p>
Proficient (3)	<p>Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.</p> <p>Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.</p>
Exemplary (4)	<p>Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.</p> <p>Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.</p>

Indicator Description	NA	Limited (1)		Developing (2)			Proficient (3)			Exemplary (4)			Score
1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning and motivation.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	



COMMENTS

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Standard 2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Potential Sources of Evidence

- Lesson Plan
- Classroom Observation
- Pre/Post Observation Conference

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

Indicator Description	NA	Limited (1)		Developing (2)			Proficient (3)			Exemplary (4)			Score
2(a) ACEI 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
2(g) ACEI 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	



COMMENTS

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Standard 3: Learning Environment

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Potential Sources of Evidence

- Lesson Plan
- Classroom Observation
- Pre/Post Observation Conference

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

Indicator Description	NA	Limited (1)		Developing (2)			Proficient (3)			Exemplary (4)			Score
3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
3(b) ACEI 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and 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	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	



COMMENTS

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Standard 4a: Content Knowledge

The teacher applies the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches to create learning experiences from a variety of perspectives that enrich traditional concepts, making these aspects of the discipline accessible and meaningful for all learners to assure mastery of the content.

Potential Sources of Evidence

- Lesson Plan
- Classroom Observation
- Pre/Post Observation Conference

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	



COMMENTS

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Standard 4b (ACEI Standard 2): Curriculum

Potential Sources of Evidence

- Lesson Plan
- Classroom Observation
- Pre/Post Observation Conference

RATINGS

Limited (1)	<p>Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.</p> <p>Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.</p>
Developing (2)	<p>Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.</p> <p>Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.</p>
Proficient (3)	<p>Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.</p> <p>Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.</p>
Exemplary (4)	<p>Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.</p> <p>Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.</p>

Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
4(j) ACEI 2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language 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	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(k) ACEI 2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(l) ACEI 2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(m) ACEI 2.4 Social studies—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	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(n) ACEI 2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(o) ACEI 2.6 Health education—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	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
4(p) ACEI 2.7 Physical education—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 and enhanced quality of life for elementary students.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	



COMMENTS

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Standard 5: Application of Content

The teacher makes connections across concepts and uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Potential Sources of Evidence

- Lesson Plan
- Classroom Observation
- Pre/Post Observation Conference

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

Indicator Description	NA	Limited (1)		Developing (2)			Proficient (3)			Exemplary (4)			Score
5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
5(h) The teacher develops and implements supports for learner literacy development across content areas.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	



COMMENTS

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Standard 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Potential Sources of Evidence

- Lesson Plan
- Classroom Observation
- Pre/Post Observation Conference

RATINGS

Limited (1)	<p>Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice.</p> <p>Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.</p>
Developing (2)	<p>Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice.</p> <p>Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.</p>
Proficient (3)	<p>Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice.</p> <p>Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.</p>
Exemplary (4)	<p>Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice.</p> <p>Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.</p>

Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
6(g) ACEI 4.0 Assessment for instruction—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.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	



COMMENTS

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Standard 7: Planning for Instruction

The teacher plans 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, community context, and available resources.

Potential Sources of Evidence

- Lesson Plan
- Classroom Observation
- Pre/Post Observation Conference

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

Indicator Description	NA	Limited (1)		Developing (2)			Proficient (3)			Exemplary (4)			Score
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	



COMMENTS

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Standard 8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, to build skills to apply knowledge in meaningful ways, to identify and reduce biases and prejudices, to investigate how implicit cultural assumptions, frames of reference, biases, and perspectives influence the ways in which knowledge is constructed within a discipline.

Potential Sources of Evidence

- Lesson Plan
- Classroom Observation
- Pre/Post Observation Conference

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(h) ACEI 3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
8(j) ACEI 3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	



COMMENTS

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Standard 9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Potential Sources of Evidence

- Lesson Plan
- Pre/Post Observation Conference

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

Indicator Description	NA	Limited (1)		Developing (2)			Proficient (3)			Exemplary (4)			Score
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
9(g) ACEI 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1	<input type="checkbox"/> 1+	<input type="checkbox"/> 2-	<input type="checkbox"/> 2	<input type="checkbox"/> 2+	<input type="checkbox"/> 3-	<input type="checkbox"/> 3	<input type="checkbox"/> 3+	<input type="checkbox"/> 4-	<input type="checkbox"/> 4	<input type="checkbox"/> 4+	



COMMENTS

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Standard 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, to contribute to a school culture that promotes equity, and to advance the profession.

Potential Sources of Evidence

- Lesson Plan
- Pre/Post Observation Conference

RATINGS

Limited (1)	Formative: Demonstrates minimal or no trajectory toward meeting standard on the observed lesson; Exhibits minimal evidence of attainment of concepts and practice. Summative: Insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Developing (2)	Formative: Demonstrates trajectory toward meeting standard on the observed lesson; Exhibits some evidence of attainment of concepts and practice. Summative: Although trajectory toward meeting standard is demonstrated, insufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits insufficient evidence of attainment of concepts and practice.
Proficient (3)	Formative: Demonstrates that standard is met on the observed lesson. Exhibits sufficient evidence of attainment of concepts and practice. Summative: Sufficient evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits sufficient evidence of attainment of concepts and practice.
Exemplary (4)	Formative: Demonstrates that standard is exceeded on the observed lesson; Exhibits in-depth evidence of attainment of concepts and practice. Summative: Superlative evidence has been presented during the course of the internship to indicate that the intern is capable of meeting the standard consistently. Exhibits superlative evidence of attainment of concepts and practice.

Indicator Description	NA	Limited (1)	Developing (2)	Proficient (3)	Exemplary (4)	Score
10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
10(d) ACEI 5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
10(h) The teacher uses and generates meaningful research on education issues and policies.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	
HOLISTIC SCORING OF STANDARD	<input type="checkbox"/> NA	<input type="checkbox"/> 1 <input type="checkbox"/> 1+	<input type="checkbox"/> 2- <input type="checkbox"/> 2 <input type="checkbox"/> 2+	<input type="checkbox"/> 3- <input type="checkbox"/> 3 <input type="checkbox"/> 3+	<input type="checkbox"/> 4- <input type="checkbox"/> 4 <input type="checkbox"/> 4+	



COMMENTS

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