

<u>Standards</u>		<u>Rating – Criteria Description</u>			
<i>A. Appropriate Content was covered in the following areas when appropriate:</i>	1	2	3	4	
ACEI 2.1 English Language Arts NAEYC 4c	Failed to demonstrate the knowledge and skills to teach English language arts by building on students' prior understandings of such things as concepts of print, book knowledge and appreciation, phonemic awareness, fluency, and the writing process	Sometimes demonstrated the knowledge and skills to teach English language arts by building on students' prior understandings of such things as concepts of print, book knowledge and appreciation, phonemic awareness, fluency, and the writing process	Mostly demonstrated the knowledge and skills to teach English language arts by building on students' prior understandings of such things as concepts of print, book knowledge and appreciation, phonemic awareness, fluency, and the writing process	Always demonstrated the knowledge and skills to teach English language arts by building on students' prior understandings of such things as concepts of print, book knowledge and appreciation, phonemic awareness, fluency, and the writing process and exhibited the ability to use such research based approaches as the DRA reading strategy	
ACEI2.2 Science NAEYC 4c	Failed to demonstrate the knowledge and skills to teach fundamental concepts in science (i.e., physical, life, and earth and space science) as well as concepts of science and technology	Sometimes demonstrated the knowledge and skills to teach fundamental concepts in science (i.e., physical, life, and earth and space science) as well as concepts of science and technology	Mostly demonstrated the knowledge and skills to teach fundamental concepts in science (i.e., physical, life, and earth and space science) as well as concepts of science and technology	Always demonstrated the knowledge and skills to teach fundamental concepts in science (i.e., physical, life, and earth and space science) as well as concepts of science and technology	
ACEI2.3 Mathematics NAEYC 4c	Failed to teach mathematics by doing such things as using appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulatives and visual materials to teach number systems and number sense, geometry, measurement, statistics and probability, and algebra	Sometimes taught mathematics by doing such things as using appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulatives and visual materials to teach number systems and number sense, geometry, measurement, statistics and probability, and algebra	Mostly taught mathematics by doing such things as using appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulatives and visual materials to teach number systems and number sense, geometry, measurement, statistics and probability, and algebra	Always taught mathematics by doing such things as using appropriate problem-solving tools, including mental arithmetic, pencil-and-paper computation, a variety of manipulatives and visual materials to teach number systems and number sense, geometry, measurement, statistics and probability, and algebra and demonstrated how these things apply to "real world" problem solving	
ACEI2.4 Social Studies NAEYC 4c	Failed to demonstrate the knowledge and skills to teach (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices through the integrated study of history, geography, the social sciences, and other related areas	Sometimes demonstrated the knowledge and skills to teach (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices through the integrated study of history, geography, the social sciences, and other related areas	Mostly demonstrated the knowledge and skills to teach (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices through the integrated study of history, geography, the social sciences, and other related areas	Always demonstrated the knowledge and skills to teach (1) culture; (2) time, continuity, and change; (3) people, places, and environment; (4) individual development and identity; (5) individuals, groups, and institutions; (6) power, governance, and authority; (7) production, distribution, and consumption; (8) science, technology, and society; (9) global connections; and (10) civic ideals and practices through the integrated study of history, geography, the social sciences, and other related areas	
ACEI2.5 The arts NAEYC 4c	Failed to demonstrate the knowledge and skills to teach basic facts, skills, and concepts related to dance, music, theater, and the visual arts	Sometimes demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to dance, music, theater, and the visual arts	Mostly demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to dance, music, theater, and the visual arts	Always demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to dance, music, theater, and the visual arts	
ACEI2.6 Health education NAEYC 4c	Failed to demonstrate the knowledge and skills to teach basic facts, skills, and concepts related to nutrition, hygiene, and bodily functions and illnesses	Sometimes demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to nutrition, hygiene, and bodily functions and illnesses	Mostly demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to nutrition, hygiene, and bodily functions and illnesses	Always demonstrated the knowledge and skills to teach basic facts, skills, and concepts related to nutrition, hygiene, and bodily functions and illnesses	
ACEI2.7 Physical education and motor control NAEYC 4c	Failed to demonstrate the knowledge and skills to teach basic facts, skills, physical coordination and control, and concepts related to fitness, games, and lifelong physical activity across the developmental continuum	Sometimes demonstrated the knowledge and skills to teach basic facts, skills, physical coordination and control, and concepts related to fitness, games, and lifelong physical activity across the developmental continuum	Mostly demonstrated the knowledge and skills to teach basic facts, skills, physical coordination and control, and concepts related to fitness, games, and lifelong physical activity across the developmental continuum	Always demonstrated the knowledge and skills to teach basic facts, skills, physical coordination and control, and concepts related to fitness, games, and lifelong physical activity across the developmental continuum	

<p>ACEI2.8 Connections across the curriculum NAEYC 4c</p>	<p>Failed to either demonstrate long term multi-disciplined units focused on one theme or individual lessons that focus on one discipline but make connections to other parts of the curriculum when appropriate</p>	<p>Was partially successful in either demonstrating long term multi-disciplined units focused on one theme or individual lessons that focus on one discipline but make connections to other parts of the curriculum when appropriate. Provided limited opportunities for children to learn holistically and focused on teaching in one developmental domain</p>	<p>Was mostly successful in either demonstrating long term multi-disciplined units focused on one theme or individual lessons that focus on one discipline but make connections to other parts of the curriculum when appropriate. Provided opportunities for children to learn holistically and focused on teaching the whole child</p>	<p>Was always successful in demonstrating long term multi-disciplined units focused on one theme and individual lessons that focus on one discipline but make connections to other parts of the curriculum when appropriate; provided exceptional opportunities for children to learn holistically and focused on teaching the whole child</p>
<p>b. Pacing Lesson was well paced <i>INTASC (2)</i> NAEYC Standards 1, 4b, 4d</p>	<p>Failed to pace lesson so that it was neither too fast for individuals nor too slow for the group</p>	<p>Sometimes paced lesson too fast for some individuals and provided no accommodation for those falling behind</p>	<p>Mostly paced the lesson so that it was not too slow and provided accommodations for those falling behind</p>	<p>Always effectively paced the lesson and kept students from falling behind by individualizing instruction and also maintained motivation for students by introducing new examples, illustrations, or new concepts when appropriate</p>
<p>c. Classroom Management Entire class monitored and more than one activity/group was attended to at a time and classroom management techniques (e.g., proximity) used effectively (<i>INTASC 2,5; NAEYC Standards 1, 3, 4a, 4d</i>)</p>	<p>Individuals and groups were never kept on task and a classroom management plan starting with least invasive interventions (e.g., eye contact and proximity) to most invasive interventions was not evident</p>	<p>Individuals and groups were sometimes kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used inconsistently</p>	<p>Individuals and groups were mostly kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was attempted but used sometimes unsuccessfully</p>	<p>Individuals and groups were always kept on task and a sequence from least invasive (e.g., eye contact and proximity) to most invasive interventions was used consistently and effectively; interventions promoted a child's healthy self concept and self regulation</p>
<p>d. Attention gained (<i>INTASC 1,2,4; NAEYC Standards 1, 4b, 4c, 4d</i>) (<i>ACEI 1</i>) <ul style="list-style-type: none"> •A strategy was used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention. •Strategies related directly to the learning in the lesson. •<i>Visuals, ambiguity, curiosity, noise, or other ways were effectively used</i> </p>	<p>A strategy was never used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention. <ul style="list-style-type: none"> •Strategies never related directly to the learning in the lesson. •Visuals, ambiguity, curiosity, noise, or other ways were not used effectively </p>	<p>A strategy was sometimes used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention. <ul style="list-style-type: none"> •Strategies sometimes related directly to the learning in the lesson. •Visuals, ambiguity, curiosity, noise, or other ways were not used effectively </p>	<p>A strategy was often used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention. <ul style="list-style-type: none"> •Strategies related directly to the learning in the lesson. •Visuals, ambiguity, curiosity, noise, or other ways were used effectively </p>	<p>A strategy was always used to gain the students' attention at the beginning of the lesson as well as other relevant times during the lesson to maintain/regain attention. <ul style="list-style-type: none"> •Strategies related directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding. •Visuals, ambiguity, curiosity, noise, or other ways were always used effectively </p>
<p>e. Previous knowledge recalled (<i>INTASC 2,4; NAEYC Standards 1, 4b, 4d</i>). (<i>ACEI 1</i>)</p>	<p>Strategies were not used to build on prior knowledge nor did they relate directly to the learning in the lesson and often debunked common preconceptions that would have hampered learning for understanding</p>	<p>Strategies were sometimes related directly to the learning in the lesson and addressed common preconceptions that would have hampered learning for understanding</p>	<p>Strategies related directly to the learning in the lesson and often addressed common preconceptions that would have hampered learning for understanding</p>	<p>Strategies related directly to the learning in the lesson and often addressed common preconceptions that would have hampered learning for understanding. Children's individual development and learning was constructed on a continuum that built on prior knowledge and experience</p>
<p>f. Purpose/Objective of the lesson made clear (<i>INTASC 1,4; NAEYC Standards 4b, 4d</i>)</p>	<p>It was not clear what students were to be learning and why they were learning it.</p>	<p>It could be somewhat inferred what students were to be learning but no discussion of why they were learning it.</p>	<p>It could clearly be inferred what students were to be learning and it could be inferred as to why they were learning it.</p>	<p>Objectives were clearly posted for all to see and there was a clear discussion of why they were learning it.</p>
<p>g. Teacher Input Provided (<i>INTASC 2, 4, 6; NAEYC Standards 1, 4a, 4b, 4d</i>)</p>	<p>Skills or concepts of the lesson were never introduced and explained (2,4) by using clear examples and language (2,4,6) and the sequence and organization of instruction was not appropriate (2,4)</p>	<p>Skills or concepts of the lesson were sometimes introduced and explained (2,4) by using somewhat clear examples and language (2,4,6) and the sequence and organization of instruction was not appropriate (2,4)</p>	<p>Skills or concepts of the lesson were always introduced and explained (2,4) by using clear examples and language (2,4,6) but the sequence and organization of instruction was not appropriate (2,4)</p>	<p>Skills or concepts of the lesson were always introduced and explained (2,4) by using clear examples and language that debunked student preconceptions (2,4,6) and the sequence and organization of instruction introduced new principles of increasing complexity (2,4)</p>
<p>h. Teacher guided practice was adequate and appropriate (<i>INTASC 2, 4; NAEYC Standards 1, 4b, n4d</i>)</p>	<p>The teacher and students never worked through examples together as needed and students were not expected to do similar problems on their own</p>	<p>The teacher and students sometimes worked through examples together as needed but students were not expected to do similar problems on their own</p>	<p>The teacher and students always worked through examples together as needed but students were not always expected to do similar problems on their own</p>	<p>The teacher and students always worked through examples together as needed, the teacher provided scaffolding that addressed individual student needs and students were not expected to do similar problems on their own. Learning was a balance of self discovery, supportive, and nurturing teacher construction of challenging, yet attainable tasks</p>

i. Repetition of key concepts occurred throughout the lesson (INTASC 2,4; NAEYC Standards 1, 4b, 4d)	No repetition took place	Some repetition took place but no use of mnemonics or organization of the material into meaningful patterns was used to help students learn and remember	Repetition took place and mnemonic devices used to help students learn and remember	Repetition occurred, mnemonic devices used, chunking and the organization of the material into meaningful patterns used to help students learn and remember essential facts and concepts
j. A variety of instructional materials were used to actively engage the students. (INTASC 2,3,4,6; NAEYC Standards 1, 2, 4a, 4b, 4d)	No instructional materials were used	Instructional materials were used but their use was not aligned with the lesson objectives	A variety of instructional materials were used and they were aligned with the lesson objectives	A variety of instructional materials were used and they were aligned with the lesson objectives and they helped to create a “hands-on-minds-on” experiences that motivated students to apply the lesson concepts to an authentic problem
k. All of the students were actively engaged in the learning throughout the lesson. (INTASC 2,4; NAEYC Standards 1, 4b, 4d) (ACEI 3.4)	All students were off task	Most students were off task	All students appeared to be engaged in the lesson activities	All students appeared to be engaged in the lesson activities and their performances (answers to questions, results of projects/papers, etc.) demonstrate their engagement
l. Students were encouraged to understand, question, and interpret ideas from diverse perspectives. (INTASC 4; NAEYC Standards 4b, 4d)	Open-ended questions were never used, and diverse perspectives were never explored	Open-ended questions were sometimes used, and diverse perspectives were never explored	Open-ended questions were always used when appropriate, and diverse perspectives were sometimes explored	Open-ended questions were always used when appropriate, and diverse perspectives were always explored and students were encouraged to ask their own questions
m. Higher order thinking skills were used. (INTASC 4; NAEYC Standards 4b, 4d) i.e., critical thinking and problem solving (ACEI 3.3)	Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were never reached	Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were sometimes reached	Higher levels of Bloom’s Taxonomy such as analysis, application, were reached but creating, and evaluation were not reached when appropriate	Higher levels of Bloom’s Taxonomy such as analysis, application, creating, and evaluation were always reached when appropriate
n. Evaluation of student comprehension occurred throughout the lesson and appropriate feedback provided. (INTASC 8; NAEYC Standard 3) (ACEI 4)	Students were never asked questions or asked to perform a task that would demonstrate student understanding during the lesson	Students were sometimes asked questions or asked to perform a task that would demonstrate student understanding during the lesson	Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate but the appropriate feedback was not always given	Students were always asked questions or asked to perform a task that would demonstrate student understanding during the lesson when appropriate and the appropriate feedback was always given and accommodations were made when necessary
o. The lesson ended with closure/review that focused on the main objectives of the lesson. (INTASC 3,4; NAEYC Standards 1, 2, 4b, 4d))	No summary took place	The teacher candidate summarized the lesson	The students were asked to summarize the learning	The students were asked to summarize the learning and it focused on the main objectives of the lessons and included a key takeaway (essential principle) or application of the objectives to students’ lives or the “real world” when possible.
p. Variety of teaching methods/instructional strategies were used to reach different types of learners. (INTASC 2,4,8; NAEYC Standards 1, 4b, 4d)	Failed to any of the following strategies: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.	Failed to use an appropriate combination of the following strategies so that the need of the diverse students could be met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.	An appropriate amount of the following strategies were used so that most of the diverse students’ needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.	An appropriate amount of the following strategies were used so that all of the diverse students’ needs for learning were met: direct instruction, discovery learning, cooperative learning, role playing, discussions, technology simulations, “hands-on/minds-on” materials, paired students, etc.
q. Relevant subject areas & “real world” problems were integrated into the lesson. (INTASC 1,2,3,7; NAEYC Standards 1, 2, 3, 4a, 4b, 4c, 4d)	No reference to the application of the content was made	A brief reference was made concerning the application of the content	It was clear how the subject could be applied to “real world” problems	Students were engaged in real world problem solving by applying lesson content to the solution of real world problems
r. Inclusion of special needs student occurred. (INTASC 2,3; NAEYC Standards 1, 2, 4b, 4d)	No IEP’s were referenced, no accommodations were made, and many pathways to learning were not provided	IEP’s were referenced, but no accommodations were made, and many pathways to learning were not provided	IEP’s were referenced, and some accommodations were made, but not enough pathways to learning were provided	IEP’s were referenced, accommodations were made, many pathways to learning were provided and students with special needs were incorporated into the classroom so that their strengths could be showcased

s. Individual differences were addressed. (INTASC 2,3,5; NAEYC Standards 1, 2, 3, 4b, 4d) and adaptations made for diverse students (ACEI 3.2)	Individual differences were not addressed	Some instruction built on students' prior knowledge and experiences and some differentiated instruction took place	Instruction clearly built on students' prior knowledge and experiences; however, more differentiated instruction geared to the particular needs of the students was needed. More pathways to learning need to be geared to students' differing learning styles, interests, abilities, and culture	Instruction clearly built on students' prior knowledge and experiences, and differentiated instruction and accommodations took place so that the particular needs of the students in the class were clearly met. Multiple pathways were provided that met the needs of the students' learning styles. Student's individualized learning opportunities were supported by providing meaningful experiences that engage their interests, abilities, and culture
t. Classroom instruction and assignments provided for Limited English Proficiency (LEP) students. (INTASC 2,3; NAEYC Standards 1, 2, 4b, 4d) (TESOL Standard 3)	No standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were used, and no integration of language skills, and adapted classroom resources were used	Some standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, and no integration of language skills, and adapted classroom resources were used	Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were clearly used and some integration of language skills, and adapted classroom resources were used	Standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, were clearly used and the integration of language skills, and adapted classroom resources were used effectively
u. Diversity issues were addressed in an appropriate manner. (INTASC 2,3,6,10; NAEYC Standards 1, 2, 4a, 4b, 4d) and adaptations made for diverse students (ACEI 3.2)	Students were not at the center of their learning and did not have appropriate choices for applying course content to issues important to them and examples and illustrations that were not inclusive of individuality, awareness of oneself and one's own preferences, of multi-cultures were consistently used	Students were sometimes at the center of their learning and sometimes had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of individuality, awareness of oneself and one's own preferences, of multi-cultures were not consistently used	Students were mostly at the center of their learning and mostly had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of individuality, awareness of oneself and one's own preferences, of multi-cultures were sometimes used	Students were always at the center of their learning and had appropriate choices for applying course content to issues important to them and examples and illustrations that were inclusive of individuality, awareness of oneself and one's own preferences, and of multi-cultures were used
v. Displayed Enthusiasm. (INTASC 1,6; NAEYC Standards 4a, 4b, 4c, 4d)	Voice inflection, smiling, gestures were never used when appropriate	Voice inflection, smiling, gestures were sometimes used when appropriate	Voice inflection, smiling, gestures were mostly used when appropriate	Voice inflection, smiling, gestures were always used when appropriate and students responded with their own enthusiasm
w. Exhibited Confidence. (INTASC 1; NAEYC Standards 4b, 4c, 4d)	Never projected voice, or led the class by example	Sometimes projected voice, but did not lead the class by example	Always projected voice when appropriate, and mostly led the class by example	Always projected voice when appropriate, and always led the class by example
x. Displayed empathy. (INTASC 5,9,10; NAEYC Standards 1, 2, 3, 4a, 4b, 4d, 5)	Never listened to students and never served as students' advocate	Sometimes listened to students and attempted to serve as student advocate	Always listened to students when appropriate and sometimes served as students' advocate when determining, for example, that factors in the students' environment outside of school may be influencing the students' life and learning	Always listened to students when appropriate and always served as students' advocate when appropriate (e.g., when determining that factors in the students' environment outside of school may be influencing the students' life and learning)
y. Spoke and acted in a professional manner. (INTASC 9,10; NAEYC Standard 5) (ACEI 5.3, 5.4)	Failed to start and end on time and failed to wear clothing and jewelry similar to other exemplary teachers in the school	Sometimes started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school and failed to collaborate with no evidence of collaboration with colleagues, family, and community	Mostly started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school and there exists little evidence of collaboration with colleagues, family, and community	Always started and ended on time and wore clothing and jewelry similar to other exemplary teachers in the school and there exists significant evidence of collaboration with colleagues, family, and community
z. Parent and Community Relationships NAEYC 2, 5	Parents were not provided with the opportunity to share information and become involved in their child's development and learning.	Parents were provided limited opportunity to share information and become involved in their child's development and learning.	Parents were provided with an opportunity to share information and work <i>collaboratively</i> to advance their child's development and learning, as well as, to help parents gain confidence and competence as their child's primary teacher.	Parents were provided with opportunities to share information and work collaboratively to advance their child's development and learning in the program at home, as well as, help parents gain confidence and competence as their child's primary teacher