CURRICULUM MAP

Elementary and Early Childhood Program:
Alignment of Student Learning Outcomes, Standards, and Assessments

ACEI = Association for Childhood Education International Standards (see below for specific content)
HTPS = Hawaii Teacher Performance Standards (see below for specific content)
Attributes: K=Knowledge; S=Skills/Abilities; D=Dispositions; I=Impact on Student Learning (see below for Dispositions rubric)
Titles of Assessments:
1. Licensure Assessment (Praxis Tests)
2. Methods Course Grades
3. Lesson Planning Across the Curriculum (see below for rubric)
4. Final Assessment of Student Teaching (based on Hawaii Teacher Performance Standards)
5. Analysis of K-6 Student Learning (see below for reflection criteria and rubric)
6. Summary Reflection Paper for Professional Teaching Portfolio (see below for rubric)
7. Resource Kit for Working with Children with Disabilities (see below for rubric)
8. Planning and Designing Instruction: A Technology Integrated project (see below for rubric)

Student Learning Outcomes			Assessments (semesters/courses)
ACEI 1: Development, Learning, and Motivation	**HTPS 1**: Focuses on Learner	**Attributes:** K, S, I	Assessment 3: Semester 3, ITE 322 Assessment 4: Semester 4, ITE 390 Assessment 6: Semester 4, ITE 391
ACEI 2: Curriculum	**HTPS 5:** Demonstrates knowledge of content	**Attributes:** K, S	Assessment 1: Semester 1,2,3, or 4 Assessment 2: Semesters 1, 2, and 3 Assessment 4: Semester 4, ITE 390 Assessment 6: Semester , ITE 391
ACEI 3: Instruction	**HTPS 2:** Creates/maintains a safe & positive learning Environment **3**: Adapts to learner **4**. Fosters Effective Communication in the Learning Environment **6**. Designs & provides meaningful learning experiences **7.** Uses active learning strategies	**Attributes:** K, S, I	Assessment 3: Semester 3, ITE 322 Assessment 4: Semester 4, ITE 390 Assessment 6: Semester , ITE 391 Assessment 7: Semester 1, 2 or 3, SPED 444 (3.2) Assessment 8: Semester 1, 2 or 3, SPED 480 (3.2, 3.4)
ACEI 4: Assessment	**HTPS 8:** Uses Assessment strategies	**Attributes:** K, S, D, I	Assessment 3: Semester 3 methods courses Assessment 4: Semester 4, ITE 390 Assessment 5: Semester 4, ITE 390 Assessment 6: Semester 4 , ITE 391 Assessment 7: Semester 1, 2 or 3, SPED 444
ACEI 5: Professionalism	**HTPS 9**: Demonstrates professionalism **10:** Fosters parent and school communit relationships	**Attributes:** K, S, D, I	Assessment 4: Semester 4, ITE 390 Assessment 5: Semester 4, ITE 390 Assessment 6: Semester , ITE 391

ACEI/NCATE Standards

Development, Learning, and Motivation

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Curriculum

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.

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.

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.

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.

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.

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.

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.

Instruction

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.

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.

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.

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.

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.

ASSESSMENT

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.

PROFESSIONALISM

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.

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.

Hawaiʻi Teacher Performance Standards

Standard 1: Focuses on the Learner
The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.

- Provides opportunities for students to assume responsibility for their own learning, shaping tasks and pursuing their own goals and aspirations.
- Nurtures students' desire to learn and achieve.
- Demonstrates concern and interest by taking time to listen and respond to students.
- Uses student experiences, interests and real-life situations in instruction. Uses developmentally appropriate activities to promote student success.
- Makes instructional decisions which consider students' physical, social, emotional and cognitive development.

Standard 2: Creates and Maintains A Safe and Positive Learning Environment
The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, and active engagement in learning and self motivation.

- Promotes empathy, compassion and mutual respect among students.
- Uses effective classroom management techniques that foster self-control, self-discipline and responsibility to others.
- Models a caring attitude and promotes positive interpersonal relationships.
- Promotes students' intrinsic motivation by providing meaningful and progressively challenging developmentally appropriate learning experiences that enable student success.
- Provides learning experiences which actively engage students as individuals and as members of collaborative groups.
- Manages a classroom where students are encouraged to reflect, express interests, make choices, set goals, plans and organize, self-evaluate and produce quality work.

Standard 3: Adapts to Learner Diversity
The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.

- Develops rapport with all students.
- Fosters an appreciation of human and cultural differences.
- Helps every student achieve success.
- Adapts instruction to students' differences in development, learning styles, strengths and needs.
- Seeks additional resources to support student achievement.
- Fosters trust, respect and empathy among diverse learners.

Standard 4: Fosters Effective Communication in the Learning Environment
The effective teacher consistently enriches communication in the learning environment.

- Communicates openly with all students and others working in the learning environment.
- Develops communication skills for active inquiry, collaboration and supportive interaction.
- Encourages self-expression, reflection and evaluation.
- Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.
- Applies principles of language acquisition and development to the teaching of communication skills.
- Fosters sensitivity to variations in meaning in verbal and non-verbal communication.
- Engages students in different modes of communication.
- Uses the school's current technologies to enrich student literacy.

Standard 5: Demonstrates Knowledge of Content
The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance.

- Keeps abreast of current developments in content area(s).
- Teaches mastery of language, complex processes, concepts and principles unique to content area(s).
- Utilizes the school's current technologies to facilitate learning in the content area(s).
- Connects knowledge of content area(s) to students' prior experiences, personal interests and real-life situations.
- Possesses an understanding of technology appropriate to the content area, e.g., computer-assisted instruction.

Standard 6: Designs and Provides Meaningful Learning Experiences
The effective teacher consistently plans and implements meaningful learning experiences for students.

- Plans and implements logical sequenced instruction and continually adjusts plans based on learner needs.
- Provides learning experiences and instructional materials that are developmentally appropriate and based on desired student outcomes, principles of effective instruction and curricular goals.
- Incorporates a variety of appropriate assessment strategies as an integral part of instructional planning.
- Links concepts and key ideas to students' prior experiences and understandings, using multiple representations, examples and explanations.
- Applies concepts that help students relate learning to everyday life.
- Provides integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry, discussing diverse issues, dealing with ambiguity and incorporating differing viewpoints.
- Teaches for mastery of complex processes, concepts and principles contained in Hawai'i's student content and performance standards.
- Provides knowledge and experiences that help students make life and career decisions.
- Organizes materials and equipment to create a media-rich environment.

Standard 7: Uses Active Student Learning Strategies
The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem solving and learning skills.

- Involves students in setting goals and standards, selecting tasks, planning, implementing and evaluating to produce quality performance and quality products.
- Helps students to question, problem-solve, access resources, use information to reach meaningful conclusions and develop responsibility for their own learning.
- Provides challenging learning experiences which develop higher order thinking skills.
- Varies instructional roles (e.g., instructor, facilitator, coach, co-learner, audience) in relation to the content and purpose of instruction and students' needs.
- Engages students in active, hands-on, creative, open-ended, problem-based learning experiences. Provides opportunities for students to apply and practice what is learned.
- Uses the school's current technologies as tools for teaching and learning.

Standard 8: Uses Assessment Strategies
The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.

- Evaluates students' performances and products objectively and fairly.
- Uses a variety of appropriate assessment strategies to enhance knowledge of learners and appropriately modified teaching and learning strategies.
- Involves students in developing assessment standards and criteria.
- Engages students in self-assessment activities and encourages them to set personal achievement goals.
- Obtains and uses information about students' experiences, strengths, needs and progress from parents, colleagues and students themselves.
- Uses assessment data to monitor and evaluate students' progress toward achieving Hawai'i's student content and performance standards.
- Maintains appropriate and accurate records of student achievement and communicates students' progress to students, parents and colleagues as needed.

Standard 9: Demonstrates Professionalism
The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.

- Engages in relevant opportunities to grow professionally (e.g., taking university/college or in-service coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor or advisor).
- Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.
- Provides and accepts evaluative feedback in a professional manner.
- Conducts self ethically in professional matters.
- Models honesty, fairness and respect for individuals and for the laws of society.
- Demonstrates good work habits including reliability, punctuality and follow-through on commitments.
- Maintains current knowledge in issues and trends in education.
- Practices effective listening, conflict-resolution, and group-facilitation skills as a team leader.
- Works collaboratively with other professionals.
- Participates actively and responsibly in school activities.

Standard 10: Fosters Parent and School Community Relationships

The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.

- Collaborates with parents and school community members to support student learning.
- Consistently seeks opportunities to build strong partnerships with parents and community members.
- Supports activities and programs which encourage parents to participate actively in school-related organizations and activities.
- Establishes open and active lines of communication with parents.
- Utilizes community resources to enhance student learning.

ASSESSMENT # 3
Assessment of candidate ability to plan instruction

Attributes: K=Knowledge; S=Skills/Abilities; D=Dispositions; I=Impact on Student Learning
HTS = Hawaii Teacher Standards

	ACEI STANDARD	Attributes & HTS	0 Unacceptable	1 Acceptable	2 Target
	DEVELOPMENT, LEARNING AND MOTIVATION				
Child Development and Learning Theory ACEI Standard 1	**1. Development, learning and motivation**—Candidates know and understand, and use the **major concepts, principles, theories, and research related to development of children and youth** to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.	K, S, I HTS I, III, V, VI, VIII	Candidates do not or poorly demonstrate knowledge and use of the major concepts, principles, theories, and research related to development of children and youth to plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels.	Candidates plan curriculum that is achievable, meaningful, and motivating for children at various developmental levels, however do not adequately reference or make connections to the major concepts, principles, theories, and research related to development of children and youth and cultural diversity.	Candidates reference and demonstrate understanding of major concepts, principles, theories, and/or research related to the development of children and youth - _____ *and provide examples of utilizing this knowledge to plan curriculum that is achievable, meaningful, challenging, and motivating for children at various developmental levels _____
	CURRICULUM STANDARDS				
Subject matter & Standards ACEI Standard 2	**2.1 English language arts**—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.	K, S HTS V, VI, VIII	Candidates demonstrate little or no competence in using the English language arts (reading, writing, speaking, listening, viewing, and/or visually presenting) to plan instruction; and/or candidates demonstrate little/no competence in using concepts from reading, language, and child development to plan instruction.	Candidates plan instruction that demonstrates satisfactory competence in using the English language arts (reading, writing, speaking, listening, viewing, and/or visually presenting). And candidates plan instruction that demonstrates satisfactory competence in using concepts from reading, language, and child development.	Candidates plan instruction that demonstrates a high level of competence in using the English language arts (reading, writing, speaking, listening, viewing, and/or visually presenting) across subject areas - _____ *and a high level of competence in using concepts from reading, language, and child development. _____

	ACEI STANDARD	Attributes & HTS	O Unacceptable	1 Acceptable	2 Target
	2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.	K, S HTS V, VI, VIII	Candidates do not or poorly demonstrate sufficient knowledge and understanding of fundamental concepts in science, nor are they able to plan age appropriate inquiry based lessons that build understanding of personal and social applications in science and convey the nature of science	Candidates demonstrate knowledge and understanding of the fundamental concepts of physical, life and earth/space sciences and science and technology, _____ *teach these concepts through an inquiry approach, _____ *and demonstrate ability to plan at least one or two age appropriate lessons that use one type of inquiry to teach science, build understanding of personal and social applications in science and convey one or two aspects of the nature of science. _____	Candidates demonstrate an in-depth knowledge and understanding of the fundamental concepts of physical, life and earth/space sciences and science and technology: _____ *teach these fundamental concepts through multiple inquiry approaches _____ *and successfully plan multiple age appropriate lessons that use a variety of ways of doing inquiry to teach science, _____ *build a thorough understanding of personal and social applications in science, _____ *and convey multiple aspects of the nature of science. _____
	2.3 Mathematics—Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.	K, S HTS V, VI, VIII	Candidates are not familiar with the themes, concepts, and modes of inquiry drawn from academic fields of the mathematics, nor are able to create learning experiences that use major concepts and modes of inquiry from mathematics to foster K-6 student learning	Candidates demonstrate knowledge and understanding of most of the themes, concepts, and modes of inquiry that address: - numbers and number operations - algebraic principles - multidimensional shapes and transformational principles - measurement units and tools - data analysis and probability concepts - process of problem solving _____ *and develop experiences to help elementary students learn about the major concepts from mathematics. _____	Candidates demonstrate in-depth knowledge and understanding of the themes, concepts, and modes of inquiry from the fields of mathematics, _____ *use this knowledge to plan to provide K-6 students with multiple explanations _____ *and engaging learning experiences that integrate these fields with other academic disciplines, _____ *and demonstrate that these learning experiences offer K-6 students challenging opportunities to research, analyze, and evaluate real world mathematical problems to demonstrate their competence._____
	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	K, S HTS V, VI, VIII	Candidates are not familiar with the themes, concepts, and modes of inquiry drawn from academic fields of the social studies, nor are able to create learning experiences that use major	Candidates demonstrate knowledge and understanding of most of the themes, concepts, and modes of inquiry that address: - culture - time, continuity, and change - people, places, and environment - individual development and identity - individuals, groups, and institutions	Candidates demonstrate in-depth knowledge and understanding of the themes, concepts, and modes of inquiry from the fields of the social studies, _____ use this knowledge to plan and provide K-6 students with multiple explanations _____

	ACEI STANDARD	Attributes & HTS	O Unacceptable	1 Acceptable	2 Target
	diverse democratic society and interdependent world.		concepts and modes of inquiry from the social studies to foster K-6 student learning	- power, governance, and authority - production, distribution, and consumption - science, technology, and society - global connections _____ and (develop experiences to help elementary students learn about the major concepts from the social studies. _____	and engaging learning experiences that integrate these fields with other academic disciplines, _____ and demonstrate that these learning experiences offer K-6 students challenging opportunities to research, analyze, and evaluate real world situations to demonstrate their competence. _____
	2.5.1 The Visual arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the visual arts as primary media for communication, inquiry, and insight among elementary students.	K, S HTS V, VI, VIII	Candidate's integrated unit plan demonstrates 3-4 of the following practices: *dictates visual arts experiences through teacher-created templates or patterns; _____ * does not address elements and principles of art and design or art as a form of communication or a reflection of culture; ___ *does not make connections between the visual arts and other academic disciplines; ___ *encourages uniform "correct-way" over creative expression _____	Candidate's integrated unit plan provides K-6 learners the opportunity to create, exhibit, **or** respond to the visual arts; _____ *demonstrates knowledge of key elements and principles of the visual arts and design, how the arts communicate and/or how the arts shape and reflect culture; _____ *demonstrates skill in how the visual arts can be used to express an understanding of other academic disciplines or content knowledge; _____ *encourages creativity in K-6 learners through the production of art. _____	Candidate's integrated unit plan provides K-6 learners the opportunity to create, exhibit, **and** respond to the visual arts; _____ demonstrates thorough understanding of key elements and principles of art and design, _____ how the arts communicate and/or how the arts shape and reflect culture; _____ demonstrates skill in meaningful integration of the visual arts with other academic disciplines to provoke both intellectual curiosity and emotion; _____ encourages creativity in K-6 learners by scaffolding multiple opportunities to both explore ideas and the expression of those ideas in the production of art. _____
	2.5.2 The Performing arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, and theater as primary media for communication, inquiry, and insight among elementary students.		The candidate's written integrated unit plan demonstrates 3-4 of the following practices: *dictates performing arts experiences through teacher-centered scripts; _____ *does not address elements and principles of the performing arts, how they communicate or how	The candidate's written integrated unit plan provides K-6 learners the opportunity to create, perform, **or** respond to dance, music and/or drama; _____ *demonstrates knowledge of key elements and principles of the performing arts, _____ how the performing arts communicate and/or how the performing arts shape and reflect culture; _____ *demonstrates skill in how the performing arts can be used to express an understanding of other academic disciplines or content knowledge; _____	The candidate's written integrated unit plan provides K-6 learners the opportunity to create, perform, **and** respond to dance, music and/or drama; _____ *demonstrates thorough understanding of key elements and principles of the performing arts, _____ *how the performing arts communicate and/or how the performing arts shape and reflect culture; _____

	ACEI STANDARD	Attributes & HTS	0 Unacceptable	1 Acceptable	2 Target
			they reflect culture; _____ *does not make connections between dance, music and/or drama with other academic disciplines; _____ *encourages uniform "correct-way" over creative expression. _____	*encourages creativity in K-6 learners through dance, music, and/or drama.	*demonstrates skill in the meaningful integration of dance, music and/or drama with other academic disciplines to provoke both intellectual curiosity and emotion; _____ *encourages creativity in K-6 learners by scaffolding multiple opportunities to both explore ideas and the expression of those ideas. _____
	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.	K, S HTS V, VI, VIII	Candidate's unit plan does not use the health content priority topics and addresses health behavioral skills as outlined in the National Health education Standards.	The Candidate's unit plan adequately addresses the knowledge and skills to prepare students to make choices that promote a healthy lifestyle. The unit plan: addresses one or more of the eight priority content areas in health education; _____ *addresses two or more of the health skills as outlined in the National Health Education Standards K – 6 and provides opportunities to practice and reinforce positive health skills; _____ *helps K – 6 learners make connections between their behavior and health outcomes; _____ *follows a logical scope and sequence / age appropriate plan for a health education concept taught. _____	The Candidate's unit plan addresses the knowledge and skills to prepare students to make choices that promote a healthy lifestyle. _____ *The unit plan: addresses one or more of the eight priority content areas in health education; _____ *addresses two or more of the health skills as outlined in the National Health Education Standards K – 6 *and provides opportunities to practice reinforce positive health skills; _____ *helps K – 6 learners make connections between their behavior and health outcomes; _____ *follows a logical scope and sequence / age appropriate plan for a health education concept taught; _____ *Uses strategies designed to personalize information and engage students. _____
	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.	K, S HTS V, VI, VIII			
	2.8 Connections across the curriculum—Candidates know, understand, and use the connections among concepts, procedures, and	K, S HTS V, VI, VIII	Candidates unit plan adequately addresses 1 or none of the following 4 components:	Candidates unit plan adequately addresses 2-3 of the following 4 components: (1) makes connections among concepts, procedures and applications across the content	*Candidates' unit plan demonstrates making connections among concepts, procedures and applications across the content areas,

	ACEI STANDARD	Attributes & HTS	0 Unacceptable	1 Acceptable	2 Target
	applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.		(1) makes connections among concepts, procedures and applications across the content areas, (2) draws on knowledge of child development to motivate students and build understanding, (3) incorporates consideration of multiple perspectives to understand complex issues, and (4) engages students in applying the knowledge, skills, and ideas to their lives and to other real world situations.	areas, _____ (2) draws on knowledge of child development to motivate students and build understanding, _____ (3) incorporates consideration of multiple perspectives to understand complex issues, _____ and engages students in applying the knowledge, skills, and ideas to their lives and to other real world situations. _____	_____ *draws on knowledge of child development to motivate students and build understanding, _____ *incorporates consideration of multiple perspectives to understand complex issues, _____ *and engages students in applying the knowledge, skills, and ideas to their lives and to other real world situations. _____
	INSTRUCTION STANDARDS				
Integration / application of knowledge ACEI Standard 3	**3.1 Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.	K, S, I HTS I, II, III, V, VI, VIII	Candidates plan instruction based on a lack or limited awareness of learning theory, subject matter content, curriculum development and and/or student development.	Candidates plan instruction that demonstrates integrating knowledge of learning theory, subject matter, and curriculum goals.	Candidates plan effective teaching strategies that foster student engagement in meaningful subject matter content _____ through instruction based upon knowledge of learning theory, subject matter, curricular goals ____ and knowledge of students and community. _____
Adaptations/ Modifications for diverse Students ACEI Standard 3	**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.	K, S, I HTS III, IV, VI, VII, VIII	Candidates design instruction that reflects a lack or limited understanding of (1) how children differ in their development and/or (2) differentiating instruction to accommodate varying student needs and abilities .	Candidates design student-centered instruction that reflects understanding of (how children differ in their development _____ and differentiating instruction to accommodate varying student needs and abilities. _____	Candidates design student-centered instruction _____ that are appropriate to the diverse needs of students. _____ They plan for modifications and adaptations in instruction to accommodate varying individual needs and abilities, _____ and seek assistance and guidance from specialists and other resources to address students' diverse needs _____

	ACEI STANDARD	Attributes & HTS	O Unacceptable	1 Acceptable	2 Target
Critical thinking and problem solving ACEI Standard 3	**3.3 Development of critical thinking, problem solving, performance skills**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.	K, S, I HTS IV, VI, VII, VIII	Candidates do not plan instruction that develops critical thinking, problem solving, and performance skills in students	Candidates plan instruction that develops critical thinking, problem solving and performance skills in students, however they do not adequately reference and make connections to the concepts, principles, theories, and/or research related to the cognitive processes associated with various kinds of learning	Candidates reference and demonstrate understanding of the concepts, principles, theories, and/or research related to the cognitive processes associated with various kinds of learning _____ And provide examples of using this knowledge to plan curriculum that develops critical thinking, problem solving, and performance skills in students. _____
Classroom management ACEI Standard 3	**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.	K, S, I HTS I, II, III, VII,	Candidates (1) do not plan plan instruction that demonstrates knowledge of effective classroom management strategies and understanding of individual and group motivation and behavior and/or (2) do not or poorly create learning communities in which active engagement in learning, motivation and positive social interaction are fostered.	Candidates plan instruction that demonstrates satisfactory use of classroom management strategies to create learning opportunities _____ in which active engagement in learning, motivation, positive social interaction and collaboration are fostered. _____	Candidates plan instruction that demonstrates use of effective classroom management strategies to create learning opportunities _____ in which active engagement in learning, motivation, positive social interaction and collaboration are fostered, _____ and where students assume responsibility for themselves and participate in decision-making. _____
Developing communication Skills ACEI Standard 3	**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.	K, S, I HTS II, IV, VI	Candidates do plan instruction that effectively uses oral and written discourse between themselves and K-6 learners and/or does not foster effective discourse among students themselves to extend students' understanding of subject matter.	Candidates plan instruction that uses oral and written discourse between themselves and K-6 learners, _____ and fosters discourse among students themselves to extend students' understanding of subject matter. _____	Candidates plan instruction that effectively uses oral and written discourse between themselves and learners, _____ and fosters student use of active inquiry and communication strategies in the classroom. Candidates; _ _____ model communication strategies that help students learn, such as monitoring the effects of messages, restating ideas, drawing connections, using visual, aural, and

	ACEI STANDARD	Attributes & HTS	0 Unacceptable	1 Acceptable	2 Target
					kinesthetic cues, and being sensitive to nonverbal cues both given and received. _____
	Assessment Standards				
Assessment ACEI Standard 4	**4. 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.	K, S, D, I HTS I, II, IV, V, VI, VII, VIII	Candidate's plan does not clearly demonstrate the integration of formal and informal assessments that are aligned with the learning goals and objectives, and/or appropriate for the developmental levels of the students.	Candidate' plan demonstrates the integration of formal and informal assessments that are generally aligned with the learning goals, objectives, and Hawaii standards and benchmarks, _____ and appropriate for the developmental levels of the students. _____	Candidate's plan demonstrates the integration of formal and informal assessments that are clearly aligned with the learning goals, objectives, and Hawaii standards and benchmarks, _____ and clearly target the developmental levels of the students. _____
Professional Growth, Reflection & Evaluation ACEI Standard 5	**5.1** Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.	K, S, D, I HTS I, II, IV, V, VI, VII, VIII, IX			Assessment 5: Effect on Student Learning Semester 4: Student Teaching Semester
Collaboration ACEI Standard 5	**5.2 Collaboration**—Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well being of children.	K, S, D, I HTS V, VIII, IX, X			Assessment 5: Effect on Student Learning Semester 4: Student Teaching Semester

ASSESSMENT 5: Candidate Effect on Student Learning
Implementation of lesson in integrated unit plan – 4th semester

Checklist for Mentor Teacher and Field Supervisor

	Approaching	Satisfactory	Target
Is appropriate for children at various developmental levels (ACEI 1)			
Demonstrates knowledge, understanding and use of content area concepts, learning theory, and processes (ACEI 2)			
Includes a variety of instructional strategies (ACEI 3.1)			
Makes connections across the curriculum (ACEI 3.1)			
Incorporates a variety of resources (ACEI 3.1)			
Uses technology where possible (ACEI 3.1)			
Incorporates student-centered learning, varied strategies, and differentiated instruction to meet the diverse needs of students (ACEI 3.2)			
Develops critical thinking and problem solving skills (ACEI 3.3)			
Creates a safe and productive learning environment (ACEI 3.4)			
Uses effective classroom management strategies (ACEI 3.4)			
Helps students to assume responsibility for themselves and others (ACEI 3.4)			
Fosters positive relationships and social interaction			
Fosters student motivation, decision-making, active engagement in learning, and collaboration (ACEI 3.4)			
Develops student use of effective communication strategies to foster active inquiry and supportive interaction in the classroom (ACEI 3.5)			
Demonstrates ethical conduct (ACEI 5.2)			
Demonstrates the ability to adapt to evolving issues and situations and make appropriate instructional decisions (ACEI 5.1)			
Overall Rating			

ASSESSMENT # 5
Candidate Effect on Student Learning

Attributes: K=Knowledge; S=Skills/Abilities; D=Dispositions; I=Impact on Student Learning
HTS = Hawaii Teacher Standards

	ACEI STANDARD	Attributes & HTS	0 Unacceptable	1 Acceptable	2 Target
	DEVELOPMENT, LEARNING AND MOTIVATION				
	ASSESSMENT				
Assessment ACEI Standard 4	**4. 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.	K, S, D, I HTS I, II, IV, V, VI, VII, VIII	The candidate did not integrate or poorly integrated pre-, formative, and summative assessments in the unit _____ The assessments were not aligned or were poorly aligned with the learning goals, objectives, and Hawaii standards and benchmarks _____ The assessments were generally not appropriate for the developmental levels of the students _____ The candidate did not explain or poorly explained how s/he used assessment data to make instructional decisions and monitor and promote student learning _____ The candidate did not discuss or poorly discussed adapting assessment strategies to accommodate and promote the developmental and diverse needs of students _____ S/he did not summarize or poorly summarized the progress and achievement of the whole class, based on assessment data, and/or	The candidate integrated pre-, formative, and summative assessments in the unit _____ The assessments were generally aligned with the learning goals, objectives, and Hawaii standards and benchmarks _____ The assessments were generally appropriate for the developmental levels of the students. _____ The candidate generally explained how s/he used assessment data to make instructional decisions and monitor and promote student learning _____ The candidate generally discussed adapting assessment strategies to accommodate and promote the developmental and diverse needs of students. _____ S/he generally summarized the progress and achievement of the whole class, based on assessment data, and referred to and included graphs, tables or charts	The candidate integrated well-designed pre-, formative, and summative assessments as integral parts of the unit _____ The assessments were clearly and consistently aligned with specific learning goals, objectives, and Hawaii standards and benchmarks _____ The assessments were clearly targeted to the developmental levels of the students. _____ The candidate provided clear and specific examples of using assessment data to make instructional decisions and monitor and promote student learning, _____ The candidate provided clear and specific examples adapting assessment strategies to accommodate and promote the developmental and diverse needs of students. _____ S/he provided a clear and detailed summary of the progress and achievement of the whole class, based on assessment data, and refereed to and included clear graphs, tables or charts

	ACEI STANDARD	Attributes & HTS	0 Unacceptable	1 Acceptable	2 Target
			did not refer to or include, or insufficiently referred to and included graphs, tables or charts that depicted students' learning. _____	that depicted students' learning _____	that depicted students' learning. _____
			The candidate did not discuss or poorly discussed the progress and achievement of three students that demonstrated different levels of performance _____	The candidate generally discussed the progress and achievement of three students that demonstrated different levels of performance _____	The candidate provided a clear, detailed and informative discussion of the progress and achievement of three students that demonstrated different levels of performance _____
			S/he provided no evidence or insufficient evidence of their learning with work samples and/or did not analyze or poorly analyzed the assessment data _____	S/he provided evidence of their learning with work samples and an analysis of the assessment data _____	S/he provided clear and convincing evidence of their learning with work samples and a detailed analysis of the assessment data _____
			S/he did not discuss or poorly discussed next steps for each of these students. _____	S/he discussed next steps for each of these students. _____	S/he clearly and specifically discussed detailed and appropriate next steps for each of these students _____
	Professionalism				**OVERALL SCORE for 4.0** _____
Professional Growth, Reflection & Evaluation ACEI Standard 5	**5.1** Candidates are aware of and reflect on their practice; 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.	K, S, D, I HTS I, II, IV, V, VI, VII, VIII, IX	The candidate did not reflect or poorly reflected on her/his performance as a teacher and did not link or poorly linked performance to student learning results _____	The candidate reflected on her/his performance as a teacher and generally linked performance to student learning results _____	The candidate thoroughly and thoughtfully reflected on her/his performance as a teacher and clearly linked performance to student learning results _____
			S/he did not articulate or poorly articulated her/his personal growth as a knowledgeable, caring and effect teacher. _____	S/he generally articulated her/his personal growth as a knowledgeable, caring and effect teacher _____	S/he thoroughly and thoughtfully articulated her/his personal growth as a knowledgeable, caring and effect teacher. _____
			S/he did not identify or poorly identified future actions for improved practice and professional growth _____	S/he identified general future actions for improved practice and professional growth _____	S/he clearly and specifically identified appropriate future actions for improved practice and professional growth _____
					OVERALL SCORE for 5.1 _____

	ACEI STANDARD	Attributes & HTS	0 Unacceptable	1 Acceptable	2 Target
Collaboration ACEI Standard 5	**5.2 Collaboration**—Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well being of children.	K, S, D, I HTS V, VIII, IX, X	The candidate did not reflect or poorly reflected upon and discussed the extent to which s/he was able to establish and maintain positive, collaborative relationships with families _____ S/he did not reflect or poorly reflected upon and discussed the extent to which s/he was able to develop collaborative relationships with specialists to support students' learning and well-being _____	The candidate generally reflected upon and discussed the extent to which s/he was able to (1) establish and maintain positive, collaborative relationships with families _____ And (2) develop collaborative relationships with specialists to support students' learning and well being. _____	The candidate thoughtfully and thoroughly reflected upon and discussed the extent to which s/he was able to (1) establish and maintain positive, collaborative relationships with families _____ And (2) develop collaborative relationships with specialists to support students' learning and well-being. _____
					OVERALL SCORE for 5.2 _____

Portfolio Exemplar Cover Sheet

Attach to each exemplar in your portfolio.

Teacher Candidate _____   Cohort # _____

Title of Exemplar _____

Portfolio Category   _____ I   _____ II   _____ III   _____ IV   _____ V

ACEI Standard_____

ACEI Standard Element(s)_____

Semester _____   Date _____

1.   Description of exemplar and how it demonstrates meeting this ACEI Standard and Element(s).

2.   Reflection on my professional growth in knowledge, skills, and dispositions related to this ACEI Standard and Element(s).

Overview and Scoring Guide for Assessment 6

Professional Teaching Portfolio

Teacher Candidate _____   Cohort # _____

The *Professional Teaching Portfolio* provides candidates with an opportunity to demonstrate their ability to meet the knowledge, skills, and dispositions developed in the EECE Program. Candidates submit *multiple exemplars with cover sheets for each of the five ACEI Standards. The five ACEI Standards indicate relevant Hawaii Teacher Performance Standards (HTPS). Candidates are expected to meet expectations for *all* the ACEI Standard Elements for every ACEI Standard. Specific HTPS indicators are referenced on the attached alignment guide.

*Candidates are to include at least three exemplars every semester. ***By the end of student teaching, candidates must have the minimum number of exemplars for each ACEI Standard as noted on the Portfolio Exemplar Reference Chart for a total of at least twelve (12) exemplars***. **Note:** ***The same exemplar may be used for more than one ACEI Standard (up to a maximum of two times), but a unique cover sheet must accompany each exemplar that demonstrates how that exemplar addresses the appropriate ACEI Standard.*** Candidates may choose to exchange exemplars from previous semesters with newer exemplars if they believe recent exemplars more effectively demonstrate their ability to meet a given expectation. Candidates will likely want to include the unit plan developed for Assessment 3 and the unit plan reflection developed for Assessment 5.

Teacher Candidates are rated on each ACEI Standard and indicator on a 0-2 point scale:

☐	☐	☐
0	**1**	**2**
(*not a passing score*)	(*passing score*)	(*passing score*)

Zero (0) indicates that teacher candidates are not meeting expectations. **Both *one (1) and two (2)* indicate passing scores. <u>Teacher candidates are expected to score *one or two* for all standards.</u>**

<u>**Supporting evidence ONLY needs to be provided if a candidate receives a "0" or "2" (does not need to be provided if candidate scores "1").**</u>

ACEI Standard I: Development, Learning, & Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation *(HTPS 1—Focuses on the learner).*

ACEI STANDARD I SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐	☐	☐
0	**1**	**2**

ACEI STANDARD II. Curriculum *(HTPS 5—Demonstrates knowledge of content)*

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.

ACEI STANDARD 2.1 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐	☐	☐
0	**1**	**2**

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.

ACEI STANDARD 2.2 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐	☐	☐
0	**1**	**2**

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.

ACEI STANDARD 2.3 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐	☐	☐
0	**1**	**2**

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.

ACEI STANDARD 2.4 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐ 0	☐ 1	☐ 2

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.

ACEI STANDARD 2.5 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐ 0	☐ 1	☐ 2

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.

ACEI STANDARD 2.6 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐ 0	☐ 1	☐ 2

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.

ACEI STANDARD 2.7 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐ 0	☐ 1	☐ 2

ACEI STANDARD III: Instruction *(HTPS 2—Creates and Maintains a Safe and Positive Learning Environment, HTPS 3—Adapts to the Learner, HTPS 4—Fosters Effective Communication in the Learning Environment, HTPS 6—Designs and Provides Meaningful Learning Experiences, HTPS 7—Uses Active Student Learning Strategies).*

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.

ACEI STANDARD 3.1 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐	☐	☐
0	**1**	**2**

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.

ACEI STANDARD 3.2 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐	☐	☐
0	**1**	**2**

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.

ACEI STANDARD 3.3 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐	☐	☐
0	**1**	**2**

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.

ACEI STANDARD 3.4 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐	☐	☐
0	**1**	**2**

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.

ACEI STANDARD 3.5 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐	☐	☐
0	**1**	**2**

ACEI STANDARD IV: 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 *(HTPS 8—Uses Assessment Strategies).*

ACEI STANDARD 4 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐ 0	☐ 1	☐ 2

ACEI STANDARD V: Professionalism *(HTPS 9—Demonstrates Professionalism, HTPS 10 Fosters Parent and School Community Relationships).*

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.

ACEI STANDARD 5.1 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐ 0	☐ 1	☐ 2

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.

ACEI STANDARD 5.2 SUPPORTING EVIDENCE (<u>only</u> for *a score of "0" or "2"*)

Check one:

☐ 0	☐ 1	☐ 2

Scoring Guide for Assessment 7: Resource Kit for Working with Children with Disabilities

Component	Unacceptable	Acceptable	Target
Personal Philosophy 25% ACEI 1	• Is limited in scope or inaccurate or the topic area has marginal relevance or is not relevant. • Demonstrates little understanding or an inaccurate understanding of the assignment. • Written format lacks a coherent organization and contains many errors in grammatical usage, spelling, and/or the mechanics of writing. Unacceptable ☐	• Provides the beginning of an analysis of inclusive/special education, but is limited in depth and breadth. • Demonstrates a basic understanding of the assignment that is accurate; contributes to an understanding of the topic area. • Written format has suitable organization and contains few errors in grammatical usage, spelling, and the mechanics of writing. Acceptable ☐	• Provides the beginning of an analysis of inclusive/special education that draws upon laws, issues, policies, historical points of view, and aspects of inclusive education. • Demonstrates understanding of the assignment that is not only accurate but provides a unique perspective and depth of thought about inclusion and special education. • Written format is well organized; contains almost no errors in grammatical usage, spelling, or the mechanics of writing Target ☐
Five Disabilities 75% ACEI 1, 3.1-3.2, 5.1-5.2	• This activity does not include at least a written summary of two pages in length and/or there is a selection of less than five disabilities. • Some summaries do not include a description of the characteristics and needs of individuals and/or does not demonstrate depth and breadth from an educational and social viewpoint.	• This activity includes at least a written summary of two pages in length of five selected disabilities/disorders. The summary includes a description of the characteristics and needs of individuals for each disability/disorder, but limited in depth and breadth from an educational and social viewpoint.	• This activity includes a written summary of at least two pages in length of five selected disabilities/disorders. The summary includes a description of the characteristics and needs of individuals for each disability/disorder and demonstrates comprehensive depth and breadth from an educational and social viewpoint.
	Unacceptable	Acceptable	Target
	• Does not include an article for each disability, or selection of article(s) lacks appropriateness. Does not provide summaries of all or summaries do not demonstrate understanding of importance of information from an educational and social viewpoint. • Does not provide a discussion of how a student with each disability could receive an appropriate education in a general education classroom. • Demonstrates little understanding or an inaccurate understanding of the assignment. • Written format lacks a coherent organization and contains many errors in grammatical usage, spelling, and/or the mechanics of writing. Unacceptable ☐	• Provides an article that features methods or strategies for teaching students with each disability. Summarizes the main points of the teaching strategies but limited in depth and breadth from an educational and social viewpoint • Discusses how a student with each disability could receive an appropriate education in a general education classroom. • Demonstrates a basic understanding of the assignment that is accurate; contributes to an understanding of the topic area. • Written format has suitable organization and contains few errors in grammatical usage, spelling, and the mechanics of writing. Acceptable ☐	• Provides an article that features methods or strategies for teaching students with each disability. Summarizes the main points of the teaching strategies, and demonstrates ability to grasp important aspects from an educational and social viewpoint. • Discusses how a student with each disability could receive an appropriate education in a general education classroom. • Demonstrates understanding of the assignment that is not only accurate but provides a unique perspective and depth of thought from an educational and social viewpoint. • Written format is well organized; contains almost no errors in grammatical usage, spelling, or the mechanics of writing Target ☐
Overall	Unacceptable ☐	Acceptable ☐	Target ☐

Scoring Guide for Assessment 8: Planning and Designing Instruction:
A Technology Integrated Learning Unit

Performance	Unacceptable	Acceptable	Target
Demonstrate a sound understanding of technology operations and concepts (Knowledge) ACEI 5.1	• Operate computers and other standard classroom technologies with assistance or only with limited range of options. • Learn new technologies only when required. Unacceptable ☐	• Able to identify and operate computers and other standard classroom technologies appropriate to different purposes, including recognizing multiple uses for student learning. • Able to identify resources for professional learning in educational technology that are used regularly to update skills. Acceptable ☐	• Able to effectively operate and evaluate current and emerging technologies to address the diverse needs of students. • Actively engage in life-long learning and reflective practice to continually expand knowledge of technology for student learning. Target ☐
Integrate technology in planning, instruction, and assessment to support student learning (skills) ACEI 1, 3.1-3.5, 4	• Use technology for limited productivity including knowing some resources for lesson development. • Demonstrate some knowledge of technology for personal use and/or using technology as a curriculum supplement. • Use technology for assessment limited to entering grades. Unacceptable ☐	• Able to select and use appropriate technology resources to enhance student academic performance and basic technology literacy. • Able to align learning activities with curriculum standards and identify related technology resources to support content learning. • Identify and use strategies for assessing students' use of technology resources. Acceptable ☐	• Able to plan, implement, and assess technology-based learning activities that promote student engagement in analysis, synthesis, integration and creation of original products. • Implement and facilitate learning that integrates both content and technology standards to improve student academic achievement and technology literacy. • Use formative and summative assessment strategies for evaluating appropriate student use of technology for content-area learning, communication, and productivity. Target ☐
Understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice (dispositions) ACEI 1, 5.1-5.2	• Able to identify social, legal, ethical and human issues relation to some personal uses of technology. Unacceptable ☐	• Able to identify social, legal, ethical and human issues and explain how these relate to schools and students. Acceptable ☐	• Actively practices and models appropriate technology uses for personal, professional, teaching and learning activities. Target ☐
Overall	Unacceptable ☐	Acceptable ☐	Target ☐

PROFESSIONAL DISPOSITIONS EVALUATION FORM

Teacher Candidate _____   **Cohort #** _____

Field Supervisor _____   **Mentor** _____

Course (check one):   ___ **ITE 317 Sem 1**   ___ **ITE 317 Sem 2**   ___ **ITE 317 Sem 3**

                                                    ___ **SPED 400a**   ___ **SPED 400b**   ___ **SPED 400c**

                                                    ___ **ITE 415L**   ___ **ITE 416L**

                                                    ___ **ITE 390C**   ___ **ITE 390S**   ___ **SPED 390S**

Person completing this form _____   Date _____

1. Professional and Ethical Conduct	Not observed	Needs improvement	Meets expectations
• Responds to feedback in a solution-oriented manner			
• Shows concern for children's well-being and safety			
• Contributes to a safe physical, social, and emotional environment			
• Believes that all students can learn			
• Treats children and others fairly			
Comments:			

2. Effective Work Habits	Not observed	Needs improvement	Meets expectations
• Dresses appropriately for school setting			
• Is punctual			
• Is organized			
• Meets program requirements			
• Meets deadlines			
• Coordinates assignments among mentor teachers, instructors, and field supervisors			
Comments:			

3. **Effective Communication**	Not observed	Needs improvement	Meets expectations
• Communicates clearly, openly, and respectfully			
• Asks questions			
• Speaks and writes in a clear and grammatically correct manner			
Comments:			

4. **Self-reflection**	Not observed	Needs improvement	Meets expectations
• Is aware and insightful about his/her own psychological, emotional, and professional characteristics			
• Monitors how he/she affects others and adjusts behavior			
Comments:			

5. **Collaboration**	Not observed	Needs improvement	Meets expectations
• Initiates and maintains balanced collaboration by filling the roles of both leader and supporter as needed			
Comments:			