

Internship: Early Childhood Education

<p>PEDAGOGY 1. PLANS CURRICULUM AND INSTRUCTION BASED ON KNOWLEDGE OF STUDENTS, SUBJECT MATTER, AND CURRICULUM GOALS. (ED 610.02 C2; INTASC 7; KNOWLEDGE)</p>	<p>Does not meet Target: In planning curriculum, does not integrate knowledge of students, subject matter, and curriculum goals. In planning instruction, does not integrate knowledge of students, subject matter, and curriculum goals. Knowledge of students, subject matter, and/or curriculum goals is limited.</p>	<p>Approaching Target: In planning curriculum, integrates knowledge of students, subject matter, and curriculum goals to some extent. In planning instruction, integrates knowledge of students, subject matter, and curriculum goals to some extent. Demonstrates good general knowledge of students, subject matter, and/or curriculum goals.</p>	<p>Target: In planning curriculum, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. In planning instruction, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. Demonstrates extensive knowledge of students, subject matter, and curriculum goals.</p>
<p>PEDAGOGY 2. INDIVIDUALIZES INSTRUCTION BASED ON THE NEEDS OF DIVERSE LEARNERS. (ED 610.02 A1; INTASC 1; KNOWLEDGE)</p>	<p>Does not meet Target: Does not apply an understanding of how individual students learn the content. Pays no attention to individualizing instruction to address student differences but provides same instruction and experiences for all students. Ignores students having difficulty learning or blames them for failing to understand. Does not provide learning experiences that</p>	<p>Approaching Target: Applies a growing understanding of how individual students learn the content. Attempts to incorporate knowledge of individual students and adapts instruction to meet their needs. Persists in assisting students who are having difficulty learning. Seeks to provide challenging and engaging learning experiences for individual learners but is inconsistent in doing so.</p>	<p>Target: Regularly applies an understanding of how individual students learn the content. Is sensitive and attentive to differences in students' learning and addresses these in individualized instruction. Persists in ensuring the success of all students, including those who are having difficulty learning. Consistently provides challenges and engaging</p>

	challenge or engage individual learners.		learning experiences for all individuals.
PEDAGOGY 3. USES A REPERTOIRE OF EFFECTIVE TEACHING STRATEGIES APPROPRIATE TO THE LEARNER(S), CONTENT, AND LEARNING GOALS. (ED 610.02 A1, A2,C3; INTASC 1,2,8; KNOWLEDGE)	Does not meet Target: Relies heavily on one or two teaching strategies, primarily direct instruction. Does not select teaching strategies that match the needs of the learner, the content, or the learning goals.	Approaching Target: Uses a variety of teaching strategies. Attempts to select teaching strategies that match the needs of the learner, the content, and the learning goals, but sometimes misses opportunities to do so or selects inappropriately.	Target: Regularly and effectively uses a variety of teaching strategies. Strategies are well-chosen to match the needs of the learners, the content, and the learning goals.
PEDAGOGY 4. PROMOTES STUDENTS' ACTIVE ENGAGEMENT IN LEARNING. (ED 610.02 A3, C3; INTASC 3,8; HOLISM)	Does not meet Target: Does not intellectually engage students in significant learning as a result of inappropriate activities, materials, or content delivery. Seldom involves students in discussion or questioning and is unable to draw upon student ideas to extend their thinking. Provides few opportunities for students to interact with materials or classmates. Makes few or no attempts to relate the content to students' lives and interests.	Approaching Target: Generally engages students in learning with appropriate activities, materials, and delivery of content. Involves students in discussion and questioning, with most students participating. Provides frequent opportunities for students to engage with materials and classmates. Frequently relates the content to students' lives and interests but may miss opportunities to do this more regularly.	Target: Actively engages students in significant learning with meaningful activities, materials, and content. Use of questioning and discussion reflect true interaction with all students participating. Regularly provides opportunities for students to engage with materials and classmates. Meaningfully relates the content to students' lives and interests.

PEDAGOGY 5. USES A VARIETY OF ASSESSMENT STRATEGIES TO INFORM INSTRUCTION. (ED 610.02 C1; INTASC 6; KNOWLEDGE)

Does not meet Target:
Does not assess student learning regularly or have an assessment plan. Uses only one type of assessment strategy (e.g., tests). Assessment is arbitrary and not connected to instruction and/or learning. Does not make expectations clear for students and students are not sure about how they will be assessed. Provides little or no written or verbal feedback to students, or feedback is perfunctory or not given in a timely manner. Feedback does not encourage student persistence.

Approaching Target:
Prepares lessons and activities that include plans for assessing student learning. Uses a combination of informal and formal assessment strategies. Connects assessment to instruction and/or learning goals. Gives students a general awareness of how they will be assessed but may need to provide additional explanation or clarification of expectations. Provides frequent and timely written and verbal feedback for students. Feedback is generally meaningful and encourages student learning.

Target:
Routinely integrates assessment of student learning into lessons and throughout daily activities. Comfortably uses a variety of informal and formal assessment strategies, with an emphasis on authentic assessment. Designs and uses assessments to enhance his/her knowledge of students and inform instruction. Provides students with clear expectations and criteria for assessment. Consistently provides frequent, timely, and meaningful written and verbal feedback for students that fosters student learning.

PEDAGOGY 6. USES TECHNOLOGY EFFECTIVELY TO SUPPORT TEACHING AND LEARNING. (ED 610.02 C2; INTASC 7; KNOWLEDGE)

Does not meet Target:
Does not use any form of technology to support teaching and learning or uses it in ways that are meaningless or ineffective.

Approaching Target:
Uses technology effectively during teaching to present information and enhance and extend lessons. Uses technology, including Intern resources, to research and prepare lessons and learning experiences.

Target:
Effectively enhances his or her own and the students' learning by using technology in appropriate and meaningful ways. Uses technology in ways that support authentic assessment. Uses technology to locate resources and enhance

			<p>own understanding of content. Uses technology to manage professional data. Assists students in using technology effectively and appropriately.</p>
<p>PEDAGOGY 7. USES INSTRUCTIONAL TIME EFFECTIVELY. (ED 610.02 C3; INTASC 8; KNOWLEDGE)</p>	<p>Does not meet Target: Wastes instructional time with meaningless activities or repetitions of ineffective directions. Pacing is poor and not responsive to students. Provides excessive “down time” or social time. Ends class or lesson early or does not complete lesson.</p>	<p>Approaching Target: Generally uses instructional time effectively, though some time may be spent on clarifying directions or expectations. Pacing is suitable for students. Flow of learning is sometimes disrupted in order to accomplish routine tasks.</p>	<p>Target: Structures and paces instructional time effectively and in response to student needs. Demonstrates economy of time by accomplishing routine tasks in ways which do not disrupt the flow of learning. Use of instructional time has a positive impact on student learning</p>
<p>PEDAGOGY 8. POSITIVELY AFFECTS STUDENTS’ LEARNING. (ED 610.02 C1; INTASC 6; KNOWLEDGE)</p>	<p>Does not meet Target: Intern’s ineffectiveness is demonstrated based on assessment data that illustrates there is a general lack of student progress toward learning goals.</p>	<p>Approaching Target: Intern’s effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among some students toward learning goals.</p>	<p>Target: Intern’s effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among all students toward learning goals.</p>

**CLASSROOM
ATMOSPHERE 1.
CREATES A
CLASSROOM
COMMUNITY THAT
FOSTERS
STUDENTS'
INTELLECTUAL,
SOCIAL, AND
PERSONAL
DEVELOPMENT.
(ED 610.02 A3;
INTASC 3; HOLISM)**

Does not meet Target:
Does not demonstrate
warmth or sensitivity
toward students. Does
not make students
feel safe or respected.
Allows inappropriate
comments or actions.
Is not responsive to
student interests,
questions, or
concerns. Does not
see the connection
between positive
relationships and
teaching and learning.
Does not attempt to
build positive
relationships with and
among students.

Approaching Target:
Demonstrates genuine
warmth and caring for
students. Creates a learning
environment that promotes
respect for individual
differences of ethnicity,
race, language, culture,
gender, and ability. Is aware
of but responds
inconsistently to student
interests, questions, or
concerns. Recognizes that
positive interactions with
and among students are
essential for good teaching
and learning and attempts
to build positive
relationships with and
among students.

Target:
Demonstrates genuine warmth
and caring for students and
treats them as individuals worthy
of respect. Creates a learning
environment that promotes
respect for, and support of,
individual differences of ethnicity,
race, language, culture, gender,
and ability. Is highly responsive
to student interests, questions,
and concerns. Understands that
positive interactions with and
among students are essential for
good teaching and learning and
builds positive relationships with
and among students.

<p>CLASSROOM ATMOSPHERE 2. SETS HIGH EXPECTATIONS AND FACILITATES ALL STUDENTS' ACHIEVEMENT OF EXPECTATIONS. (ED 610.02 A3; INTASC 3; KNOWLEDGE, HOLISM)</p>	<p>Does not meet Target: Does not provide equal access to instruction and learning for all students and fails to promote individual self-worth. Does not foster a classroom culture for learning and demonstrates low expectations for student achievement. Demonstrates low commitment to the content and to students' satisfaction in their work.</p>	<p>Approaching Target: Provides equal access to instruction and learning for all students and conveys the attitude that all students are important and have a right to learning opportunities and attention. Establishes a positive classroom culture for learning and sets high expectations for student learning. Displays interest in the content. Encourages students' persistence and satisfaction in their work.</p>	<p>Target: Ensures that all students have equal access to instruction and learning. Demonstrates that the self-worth of the students is important to him/her and makes all students feel valued. Demonstrates a high degree of interest in the content and commitment to individual students' achievement of high expectations. Encourages students' persistence and pride in their work.</p>
<p>CLASSROOM ATMOSPHERE 3. USES CLASSROOM MANAGEMENT AND DISCIPLINE STRATEGIES TO CREATE AN ENVIRONMENT CONDUCTIVE TO LEARNING. (ED 610.02 C3; INTASC 8; HOLISM)</p>	<p>Does not meet Target: Does not establish or effectively follow classroom routines and procedures. Manages group or transition times inappropriately or unproductively. Displays favoritism or a lack of sensitivity to the needs of individual students. Uses ineffective classroom</p>	<p>Approaching Target: Establishes and follows efficient and effective routines and procedures. Manages group and transition times appropriately. Tries to be sensitive to the needs of individual students but may rely heavily on one-size-fits-all discipline techniques. Treats all students fairly. May lack confidence in his/her classroom management and be</p>	<p>Target: Establishes and follows routines and procedures that are designed to support student learning. Manages group and transition times effectively to make optimal use of instructional time. Uses fair, effective and responsive classroom management techniques. Takes a proactive rather than reactive approach to problem behaviors and is sensitive to the needs of individual students. Displays</p>

management techniques, overly harsh or overly lax, and applies them inconsistently. Often appears to be overwhelmed by classroom management or ignores behavior issues that crop up.

dependent on the classroom teacher to address problem behaviors.

justifiable confidence in his/her classroom management.

<p>REFLECTIVE PRACTICE 1. REFLECTS ON AND EVALUATES THE EFFECTS OF HIS/HER PEDAGOGICAL CHOICES AND ACTIONS ON STUDENTS' LEARNING. (ED 610.02 D1; INTASC 9; KNOWLEDGE)</p>	<p>Does not meet Target: Does not reflect on or evaluate the effects of his/her pedagogical choices and actions on students, or these reflections are inaccurate. Is unable to propose ideas for improving instruction. Does not take responsibility for student learning, but attributes success and failure of students to outside factors.</p>	<p>Approaching Target: Reflections on the effects of his/her pedagogical choices and actions are generally accurate. Can identify and implement general strategies for improving instruction. Takes responsibility for success of students but often attributes failures to other factors.</p>	<p>Target: Critiques own teaching accurately and perceptively, set relevant and specific goals, and implements needed changes. Regards difficulties as problems to be solved and takes a researcher's stance in approaching difficulties.</p>
<p>REFLECTIVE PRACTICE 2. REFLECTS ON AND EVALUATES THE RESULTS OF STUDENT ASSESSMENT AND USES INFORMATION TO INFORM INSTRUCTION. (ED 610.02 C1, D1; INTASC 6,9; KNOWLEDGE)</p>	<p>Does not meet Target: Demonstrates limited or no use of reflective practice during student assessment.</p>	<p>Approaching Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals.</p>	<p>Target: Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction: Identifies specific strategies for working with students who are not meeting learning goals; re-assesses; reflects and uses student assessment data to inform new instruction (Reflective Cycle).</p>

<p>PROFESSIONALISM 1. COMMUNICATION (ED 610.02 C3; INTASC 8; KNOWLEDGE)</p>	<p>Does not meet Target: Verbal and nonverbal communication (body language, facial expressions) often conveys lack of interest or disrespect for the audience. Written and/or oral communication does not model standard English or is unclear or inappropriate for the audience.</p>	<p>Approaching Target: Verbal and nonverbal communication (body language, facial expressions) is respectful but does not always convey interest in the audience. Oral and written communication conforms to standard English and is usually appropriate to the audience but may sometimes require additional explanations or revisions.</p>	<p>Target: Verbal and nonverbal communication (body language, facial expressions) consistently conveys interest in and respect for the audience (students, colleagues, parents, administrators). Oral and written communications conform to standard English and are clear, accurate, and expressive and appropriate to the audience.</p>
<p>PROFESSIONALISM 2. PARTNERSHIPS (ED 610.02 D2; INTASC 10; COLLABORATION)</p>	<p>Does not meet Target: Does not seek out opportunities to interact or collaborate with school colleagues. Interactions with school personnel are negative or self-serving. Does not seek involvement in school and/or district projects and initiatives.</p>	<p>Approaching Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Actively and productively participates in school and district projects and initiatives when invited.</p>	<p>Target: Interactions/collaborations with school staff, parents and others are respectful and professional. Takes initiative to actively and productively participate in school and district projects and initiatives.</p>
<p>PROFESSIONALISM 3. PROFESSIONAL DEVELOPMENT (ED 610.02 D1; INTASC 9; COMMITMENT)</p>	<p>Does not meet Target: Does not seek feedback and/or responds defensively when it is offered. Does not participate in professional development activities or participates reluctantly. Does</p>	<p>Approaching Target: Accepts feedback but does not always seek it out or respond appropriately. Makes some efforts to improve professional practice and</p>	<p>Target: Seeks, accepts, and responds to feedback appropriately. Makes continuous efforts to improve professional practice, including using</p>

	<p>not utilize available resources. Expresses limited commitment to the profession, and does not articulate any professional goals</p>	<p>participates in professional development activities, mostly on recommendation of others. Is aware of available resources but uses them inconsistently. Expresses interest in the profession and can describe general professional goals.</p>	<p>available resources (e.g., colleagues, literature). Demonstrates a commitment to the profession: seeks out and participates in professional development activities; joins professional association; and attends professional conferences, if possible. Establishes a realistic plan for continued professional growth.</p>
<p>PROFESSIONALISM 4. PROFESSIONAL PRESENTATION (ED 610.02 D2, INTASC 9; COMMITMENT)</p>	<p>Does not meet Target: Has irregular work habits. Is often late or does not meet commitments. Needs continual prompting from Mentor Teacher or supervisor to carry out responsibilities. Appears to have little self-confidence or interest in teaching and may appear disengaged. Displays a lack of professionalism in dress, attitude, and/or behaviors and lack of self-awareness of how his/her demeanor appears to others.</p>	<p>Approaching Target: Is usually well-prepared and organized. Is punctual and dependable but needs some encouragement to be resourceful and flexible. Carries out responsibilities with occasional prompting from Mentor Teacher or supervisor. Is generally confident about teaching and engaged in his/her responsibilities. Displays appropriate dress, attitude, and behaviors and is aware of the effect of</p>	<p>Target: Is consistently well-prepared and organized. Is punctual, dependable, resourceful, and flexible. Carries out responsibilities on own initiative. Is poised and confident and fully engaged in his/her responsibilities. Is self-aware and conveys a professional demeanor through his/her dress, attitude, and behaviors.</p>

		his/her demeanor on others.	
<p>PROFESSIONALISM 5. ADHERES TO SCHOOL AND DISTRICT POLICIES AND PROCEDURES. (ED 610.02 D1, INTASC 9; COMMITMENT)</p>	<p>Does not meet Target: Is not aware of school and district policies regarding such matters as dress, mandated reporting, maintenance of records, etc., or, if aware, does not adhere to these policies. Does not take the initiative to learn more about school and district policies and procedures. Does not comply with school policies, nor does s/he encourage students to comply with school policies.</p>	<p>Approaching Target: Demonstrates awareness of school and district policies and procedures and knows how to access them. Usually knows when it is appropriate to consult school and district policies and procedures before acting but may need reminding. Complies with school policies and encourages students to comply with school policies.</p>	<p>Target: Takes the initiative to find out about policies and procedures. Is knowledgeable about school and district policies and procedures and knows how to access them. Consults school and district policies and procedures when in doubt about the interpretation of a policy. Complies with school policies. Encourages students to comply with school policies and assists students in understanding the reasons for policies and procedures.</p>
<p>PROFESSIONALISM 6. DEMONSTRATES ETHICAL BEHAVIOR. (ED 610 .02 D1; INTASC 9; COMMITMENT, HOLISM)</p>	<p>Does not meet Target: Does not maintain confidentiality. Shows little or no awareness of ethical standards and does not consider ethical aspects of decision-making. Appears to have few resources for dealing with ethical issues and makes these decisions</p>	<p>Approaching Target: Maintains confidentiality. Shows awareness of privacy needs of students, families, and colleagues. Is aware of ethical standards and considers these in making decisions and responding to ethical issues but needs</p>	<p>Target: Maintains confidentiality and respects the privacy needs and concerns of students, families, and colleagues. Is sensitive to ethical issues and considers ethical standards in making decisions and responding</p>

haphazardly. Does not consistently take responsibility for own actions, but often blames others. Often puts own self-interest above the interest of the students and school community.

guidance from Mentor Teacher or supervisor. Shows awareness of possible consequences of his/her decisions and actions and accepts responsibility for them. Behaves ethically and shows concern for the well-being of students, families, and colleagues.

to ethical issues. Follows a thoughtful and systematic process in identifying and responding to ethical dilemmas. Takes responsibility for his/her decisions and actions and their consequences. Behaves ethically and in the best interests of students, families, and colleagues.

<p>C&T OF ECS 1. UNDERSTANDS YOUNG CHILDREN'S CHARACTERISTICS AND NEEDS. ED 612.03 B. 1A, B, C.</p>	<p>Does not meet Target: Demonstrates erroneous assumptions about young children's characteristics and needs in her/his interactions with children and responses to their behavior. Holds age-inappropriate and/or individually inappropriate expectations for children's development and learning.</p>	<p>Approaching Target: Demonstrates basic understanding of young children's characteristics and needs in her/his interactions with children, responses to their behavior, and expectations for their development and learning. Demonstrates knowledge of general age-level characteristics as well as some knowledge of individual children. Draws on general knowledge of age-level characteristics and needs to promote children's development and learning but does not consistently integrate this with knowledge of individual children's characteristics and needs.</p>	<p>Target: Demonstrates strong understanding of young children's characteristics and needs in her/his interactions with children, responses to their behavior, and expectations for their development and learning. Demonstrates knowledge of general age-level characteristics as well as individual characteristics and needs. Draws on knowledge of age-level and individual characteristics and needs to promote each child's development and learning and inform decisions about teaching practices, curriculum, and learning materials.</p>
<p>C&T OF ECS 2. DEMONSTRATES UNDERSTANDING THAT PLAY IS A FOUNDATION FOR CHILDREN'S LEARNING AND CREATES AND SUPPORTS PLAY EXPERIENCES. ED 612.03 B. 1A, B.</p>	<p>Does not meet Target: Sees play as an add-on to the daily schedule or a reward for completing a task. Looks on while children play without interacting or dominates and</p>	<p>Approaching Target: Provides some opportunities for play during the daily schedule. Encourages children to play with each other but may not recognize or take advantage of opportunities to support and extend children's play. Recognizes that play is beneficial but cannot fluently articulate its benefits or the</p>	<p>Target: Integrates opportunities for play whenever possible. Supports and extends children's play through such means as asking questions, offering suggestions, creating an environment conducive to play, providing materials and props, and playing with children. Can thoroughly</p>

	<p>directs their play. Does not regard play as part of learning.</p>	<p>ways in which it is essential for children’s learning.</p>	<p>explain the ways in which play is essential for children’s learning and the benefits of play.</p>
<p>C&T OF ECS 3. SUPPORTS CHILDREN WITH DISABILITIES. ED 612.03 B. 1C, 4B.</p>	<p>Does not meet Target: Relies on incomplete information or erroneous assumptions about disabilities and does not consult with mentor teacher, family, or specialists to learn more. Holds inappropriate expectations for children with disabilities—too low or too high. Does not adapt curriculum and instruction or modify the physical environment to support children’s learning and development. Interacts rarely with children with disabilities or only secondhand through an aide or the mentor teacher.</p>	<p>Approaching Target: Seeks information about disabilities from the mentor teacher, family, and specialists. Sometimes has difficulty in determining expectations for children with disabilities. Makes some adaptations to curriculum and instruction in attempts to support children’s learning and development. Recognizes benefits of inclusion. Interactions with children with disabilities may be limited.</p>	<p>Target: Seeks information about disabilities through research and consulting with mentor teacher, family, and specialists. Holds challenging yet appropriate expectations for children with disabilities. Adapts curriculum and instruction and modifies the physical environment to support children’s learning and development. Recognizes benefits of inclusion and advocates for inclusive practices and appropriate supports. Interactions with children with disabilities support their learning.</p>
<p>C&T OF ECS 4. IMPLEMENTS INCLUSIVE, CULTURALLY RESPONSIVE TEACHING PRACTICES. ED</p>	<p>Does not meet Target: Demonstrates little or no awareness of an anti-bias perspective. Does not recognize her/his own biases or biases in learning materials.</p>	<p>Approaching Target: Demonstrates awareness of an anti-bias perspective on development and learning. Recognizes that every child constructs knowledge in ways that are personally familiar. Demonstrates interest in children’s</p>	<p>Target: Models and affirms an anti-bias perspective on development and learning. Recognizes that every child constructs knowledge in ways that are personally</p>

<p>612.03 B. 1A, B, C. 4B.</p>	<p>Assumes that all children learn the same way. Instruction follows the “transmission” model of teaching-as-telling. Demonstrates little interest in the cultural practices and contexts of the children. Regards differences as deficits or problems. Selects learning materials that perpetuate stereotypes or ignore certain groups.</p>	<p>cultural practices and contexts. Respects linguistic and cultural differences, but sometimes over-generalizes about differences or leans toward a “tourist approach” to curriculum. Recognizes biases in learning materials and seeks to use culturally relevant materials.</p>	<p>and culturally familiar. Uses knowledge of the cultural practices and contexts of the children to enhance her/his teaching. Respects and affirms differences. Uses linguistic and cultural diversity as resources rather than seeing diversity as deficit or a problem. Demonstrates skill in selecting bias-free and culturally relevant learning materials that support learning of all children.</p>
<p>C&T OF ECS 5. BUILDS RESPECTFUL, RECIPROCAL RELATIONSHIPS WITH CHILDREN’S FAMILIES. ED 612.03 B. 2A, C.</p>	<p>Does not meet Target: Shows no interest in learning about family characteristics or makes erroneous assumptions about families. Assumes an adversarial stance towards families or regards families as having deficits. Does not regard families as resources or consider families’ preferences and goals for their children. Discourages family involvement or offers limited opportunities for</p>	<p>Approaching Target: Demonstrates interest in learning about family characteristics—such as socio-economic conditions, family structures, relationships, stresses and supports, home language, cultural values, and ethnicity—but is still developing the skills to find out this information. Incorporates some knowledge of family characteristics into curriculum and/or instruction. Considers families to be resources for insights into their children. Communicates with families about their children’s</p>	<p>Target: Demonstrates ability to learn about family characteristics—such as socioeconomic conditions, family structures, relationships, stresses and supports, home language, cultural values, and ethnicity—in a respectful way. Uses this knowledge to support children’s learning and development. Takes families’ insights, preferences, and goals for their children into account in planning curriculum. Involves families in their children’s development and learning in respectful and</p>

	<p>involvement. Regards communication with families as a one-way exchange of information, from teacher to family. Assumes that families who do not respond to her/his approach are not interested or do not care. Shows no awareness of resources that families could draw upon to promote their children's development and learning.</p>	<p>development and learning and invites their input and involvement. Persists in communicating with families but may not evaluate and modify approach. Identifies resources families could draw upon to support their children's development and learning.</p>	<p>appropriate ways. Demonstrates a variety of communication skills, including appropriate use of technology, to foster relationships with families. Evaluates and modifies approaches to family involvement as needed, based on family needs and preferences. Assists families in finding resources that may contribute directly or indirectly to their children's development and learning.</p>
<p>C&T OF ECS 6. BUILDS RELATIONSHIPS WITH THE COMMUNITY. ED 612.03 B. 2B, D.</p>	<p>Does not meet Target: Shows little or no interest in learning about community characteristics or makes unwarranted assumptions about the community. Does not consider possible resources within the community. Makes no attempt to interact with community members, organizations, or agencies.</p>	<p>Approaching Target: Demonstrates interest in community characteristics but is still developing skills for learning about the community. Incorporates knowledge of basic community characteristics into the curriculum, such as arranging a field trip. Identifies potential resources within the community. Interacts respectfully with community members, organizations, and/or agencies.</p>	<p>Target: Demonstrates interest in and ability to learn about community characteristics. Uses this knowledge to support children's development and learning. Draws upon community resources to support children's learning. Designs learning experience to enhance children's knowledge of their community. Builds respectful relationships with community members, organizations, and/or agencies.</p>

<p>C&T OF ECS 7. DISPLAYS POSITIVE INTERACTIONS WITH CHILDREN. ED 612.03 B. 4A.</p>	<p>Does not meet Target: Is cold or unresponsive to children or treats children as little dolls or objects rather than as individuals. Singles out some children for special attention, positive or negative, or ignores some children completely. Talks to children in a stilted or overbearing way. Does not build relationships with children. Does not recognize or take advantage of opportunities for incidental teaching.</p>	<p>Approaching Target: Responds to children with warmth and interest. Sees each child as a likeable individual. Engages in conversation with children. Builds positive relationships with children. Occasionally takes advantage of opportunities for incidental teaching.</p>	<p>Target: Displays warm, nurturing interactions with each child in the class. Communicates genuine liking for and interest in each child in the class. Converses naturally and easily with children. Uses positive relationships and supportive interactions as foundations for her/his teaching. Capitalizes on opportunities for incidental teaching.</p>
<p>C&T OF ECS 8. BUILDS MEANINGFUL, INTEGRATED CURRICULUM THAT PROMOTES ACADEMIC AND SOCIAL COMPETENCE. ED 612.03 B. 4C, D, E, F.</p>	<p>Does not meet Target: No evidence to show that learning experiences are guided by clear goals or outcomes. Relies on pre-packaged plans and/or superficial units (such as “Seasons” or “Holidays”). Does not exercise professional judgment in selecting resources. No evidence that learning experiences consider how children’s cognitive, language, physical, social, and emotional development influences their ability to understand and benefit from</p>	<p>Approaching Target: Evidence exists that learning experiences are designed with clear goals and outcomes. Considers but does not consistently use students’ prior knowledge and experiences, assessment information, and national, state, and/or district standards in designing curriculum and determining learning outcomes. Identifies and uses resources without fully considering their quality or effectiveness. Attempts to integrate</p>	<p>Target: Evidence exists that learning experiences are designed with developmentally, culturally, and individually appropriate goals and outcomes. Incorporates students’ prior knowledge and experiences, assessment information, and national, state, and/or district standards in designing curriculum and determining learning outcomes. Identifies and uses high-quality resources. Integrates meaningful content from various subject areas to support children’s sustained</p>

curriculum. Learning experiences primarily focus on isolated facts. Does not evaluate impact of curriculum on children's learning.

meaningful content from various subject areas. Strives to focus on "big ideas" but may not always identify these correctly. Considers curriculum's impact on student learning.

engagement. Incorporates content that focuses on "big ideas." Promotes children's thinking and problem solving. Accurately evaluates curriculum's impact on student learning.

**C&T OF ECS 9.
SUPPORTS
CHILDREN'S
LANGUAGE AND
LITERACY
DEVELOPMENT
AND PROMOTES
THEIR
UNDERSTANDING
OF LANGUAGE
AND LITERACY.
ED 612.03 B. 5A.**

Does not meet Target:
Does not possess knowledge of the core concepts of language and literacy development. Utilizes one-size-fits all approach to reading, writing, and language arts instruction, disregarding individual differences in how children learn. Lacks knowledge of reliable resources. Lessons in language and literacy are disconnected or haphazard and do not support children's developing understanding of the content. Does not assess children's language and literacy development, or uses irrelevant assessment strategies, and does not link assessment to

Approaching Target:
Possesses knowledge of the core concepts and skills of language and literacy development. Relies more on pre-packaged curriculum than on knowledge of the content to plan curriculum or applies content knowledge inconsistently. Addresses district language arts standards. Identifies and uses language and literacy resources without fully considering their quality or effectiveness. Identifies teaching strategies relevant to language and literacy (e.g., process writing, guided reading), but applies them inconsistently or incompletely. Language and literacy lessons are not always sequenced to support children's developing understanding of the content.

Target:
Demonstrates understanding of the core concepts and skills of language and literacy development. Plans and designs curriculum and instruction based on knowledge of the content. Addresses national, state, and district language arts, reading, and writing standards. Identifies and uses high-quality language and literacy resources. Applies a comprehensive and balanced perspective on reading instruction. Selects teaching strategies relevant to language and literacy, including process writing, guided reading. Sequences lessons to support children's developing understanding of the content. Uses responsible literacy

	<p>instruction. Overall, practices do not reflect an understanding of current theory and research on language and literacy development.</p>	<p>Employs responsible literacy assessment strategies but does not use assessment effectively to inform instruction. Overall, practices draw on current theory and research.</p>	<p>assessment strategies to inform instruction. Overall, practices reflect an understanding of current theory and research on language and literacy development.</p>
<p>C&T OF ECS 10. UNDERSTANDS AND EFFECTIVELY TEACHES MATHEMATICS CONTENT. ED 612.03 B. 5C.</p>	<p>Does not meet Target: Does not possess knowledge of relevant mathematics content for early childhood. Does not encourage or support children’s interest in logical-mathematical knowledge. Does not provide opportunities for children to learn mathematical knowledge and skills through interactions with appropriate materials or does not facilitate children’s understanding through these interactions. Lacks knowledge of reliable resources, such as the NCTM standards. Mathematics lessons are inappropriate for the age group and/or incorrect in terms of content. Lessons are not sequenced to support children’s</p>	<p>Approaching Target: Possesses knowledge of relevant mathematics content for early childhood. Relies on pre-packaged mathematics lessons to plan curriculum. Encourages children’s interest in logical-mathematical relationships. Provides mathematics-related materials and experiences but does not consistently support or facilitate their construction of logical-mathematical knowledge. Addresses district mathematics standards. Identifies and uses mathematics resources without fully considering their quality or effectiveness. Does not employ a problem-solving approach to instruction consistently. Allows for peer interactions to promote mathematical understanding. Mathematics lessons may be taught in isolation or not</p>	<p>Target: Demonstrates understanding of relevant mathematics content for early childhood. Plans and designs curriculum and instruction based on knowledge of the content. Encourages and supports children’s construction of logical-mathematical knowledge. Provides materials and experiences that are designed to support children’s developing understanding of mathematics content and construction of logical-mathematical knowledge. Addresses district, state, and national mathematics standards, including NCTM standards. Identifies and uses high-quality mathematics resources. Selects and uses teaching strategies appropriate for</p>

	<p>developing understanding of the content. Uses inappropriate teaching strategies and/or does not allow for peer interactions to promote mathematical understanding</p>	<p>sequenced to support children’s developing understanding of the content.</p>	<p>mathematics, including problem-solving. Encourages peer interactions to promote mathematical understanding. Sequences mathematics lessons to support children’s developing understanding of the content.</p>
<p>C&T OF ECS 11. UNDERSTANDS AND EFFECTIVELY TEACHES SCIENCE CONTENT. ED 612.03 B. 5E.</p>	<p>Does not meet Target: Does not possess knowledge of relevant science content for early childhood. Does not encourage or support children’s curiosity about the physical world. Lacks knowledge of reliable resources. Either does not teach science lessons or teaches lessons that are inappropriate for the age group and/or incorrect in terms of content.</p>	<p>Approaching Target: Possesses knowledge of relevant science content for early childhood. Relies on pre-packaged science lessons to plan curriculum. Encourages children’s curiosity about science. Addresses district science standards. Identifies and uses science resources without fully considering their quality or effectiveness. Does not employ inquiry-based instruction consistently. Provides materials for children to explore but does not consistently support or facilitate their construction of physical knowledge. Science lessons may be taught in isolation or not sequenced to support children’s developing understanding of the content.</p>	<p>Target: Demonstrates understanding of relevant science content for early childhood. Plans and designs curriculum and instruction based on knowledge of science content. Encourages and supports children’s curiosity about science. Addresses national, state, and district science standards. Selects and uses teaching strategies appropriate for science, including inquiry-based instruction. Provides materials for children to explore and effectively supports their construction of physical knowledge. Sequences science lessons to support children’s developing understanding of the content.</p>

**C&T OF ECS 12.
UNDERSTANDS
AND
EFFECTIVELY
TEACHES SOCIAL
STUDIES
CONTENT. ED
612.03 B. 5F.**

Does not meet Target:
Does not possess knowledge of relevant social studies content for early childhood. Does not encourage or support children's interest in the social studies, such as geography, history, economics, and social relations/civics. Lacks knowledge of reliable resources, such as the NCSS standards. Does not provide opportunities or experiences for children to learn social studies content or does not facilitate children's understanding through these experiences. Social studies lessons are inappropriate for the age group and/or incorrect in terms of content. Uses inappropriate teaching strategies for social studies. Social studies lessons are not sequenced to support children's developing understanding of the content.

Approaching Target:
Possesses knowledge of relevant social studies content for early childhood. Relies on pre-packaged social studies lessons to plan curriculum. Encourages children's interest in the social studies, such as geography, history, economics, and social relations/civics. Addresses district social studies standards. Identifies and uses social studies resources without fully considering their effectiveness. Provides social studies experiences but does not consistently support or facilitate children's understanding of social studies content. Does not apply an inquiry-based approach to social studies teaching consistently. Social studies lessons may be taught in isolation or not sequenced to support children's developing understanding of the content.

Target:
Demonstrates understanding of relevant social studies content for early childhood. Plans and designs curriculum and instruction based on knowledge of social studies content. Encourages and supports children's interest in the social studies, such as geography, history, economics, and social relations/civics. Addresses district, state, and national social studies standards, including the NCSS standards. Identifies and uses high-quality social studies resources. Provides materials and experiences that are designed to facilitate and support children's developing understanding of social studies content. Selects and uses teaching strategies appropriate for social studies, including the inquiry-based approach. Sequences social studies lessons to support children's developing understanding of the content.

**C&T OF ECS 13.
PROMOTES
CHILDREN'S
APPRECIATION
OF AND
EXPERIENCES IN
THE ARTS. ED
612.03 B. 5B.**

Does not meet Target:
Provides few or no opportunities for children to appreciate or experience the arts of music, creative movement, dance, drama, and the fine arts. Considers experiences in the arts as outside the regular curriculum and makes no attempts to incorporate these into the children's day.

Approaching Target:
Provides opportunities for children to appreciate or experience the arts of music, creative movement, dance, drama, and the fine arts, but mostly as "add-ons" to the regular curriculum or special activities for special days. The experiences provided may not always encourage or support children's creative expression. Supports the work of the school's art and music teachers, if applicable, but does not take advantage of opportunities to integrate the arts into the curriculum.

Target:
Integrates into the curriculum opportunities for children to appreciate the arts of music, creative movement, dance, drama, and the fine arts. Provides opportunities for children to experience the arts, such as singing, playing and creating music; responding to music; moving to music; applying artistic media, techniques, and processes; dramatizing stories and songs. Collaborates with the school's art and music teachers, if applicable. Supports children's needs for creative expression across the curriculum.

**C&T OF ECS 14.
SUPPORTS
CHILDREN'S
HEALTH AND
PHYSICAL
DEVELOPMENT
AND THEIR
UNDERSTANDING
OF HEALTHY,
ACTIVE
LIFESTYLES. ED
612.03 B. 5D.**

Does not meet Target:
Expectations for children's behavior suggest lack of sensitivity to their need for physical activity or lack of attention to their physical comfort. Does not demonstrate understanding that children's movement and exploration of their bodies is essential in early learning. Does not

Approaching Target:
Expectations for children's behavior reflect sensitivity to their physical needs and comfort. Shows awareness of the importance of children's movement and exploration of their bodies in early learning. Encourages children to engage in healthy behaviors and allows for physical activity during the day. Supports the work of the school's physical

Target:
Expectations for children's behavior reflect sensitivity to and understanding of their physical needs and comfort. Demonstrates clear understanding of the importance of children's movement and exploration of their bodies in early learning. Responds comfortably and sensitively to children's questions and

promote children's physical development or support their understanding of healthy behaviors and active lifestyles.

education and health teachers, if applicable, but does not take advantage of opportunities to integrate health and physical education experiences into the curriculum.

concerns about their bodies and physical development. Collaborates with the school's health and physical education teachers, if applicable. Incorporates content about healthy behaviors and active lifestyles into the curriculum and allows for physical activity during the day.