

Internship: Elementary 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 challenge or engage individual learners.</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 learning experiences for all individuals.</p>

<p>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)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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<p>PEDAGOGY 4. PROMOTES STUDENTS' ACTIVE ENGAGEMENT IN LEARNING. (ED 610.02 A3, C3; INTASC 3,8; HOLISM)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
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**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 Internet 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 own understanding of content. Uses technology to manage professional data. Assists students in using technology effectively and appropriately.

PEDAGOGY 7. USES INSTRUCTIONAL TIME EFFECTIVELY. (ED 610.02 C3; INTASC 8; KNOWLEDGE)

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.

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.

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

PEDAGOGY 8. POSITIVELY AFFECTS STUDENTS' LEARNING. (ED 610.02 C1; INTASC 6; KNOWLEDGE)

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.

Approaching Target:
Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among some students toward learning goals.

Target:
Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among all students toward learning goals.

**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.

**CLASSROOM
ATMOSPHERE 2. SETS
HIGH EXPECTATIONS
AND FACILITATES ALL
STUDENTS'
ACHIEVEMENT OF
EXPECTATIONS. (ED
610.02 A3; INTASC 3;
KNOWLEDGE, HOLISM)**

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.

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.

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.

**CLASSROOM
ATMOSPHERE 3. USES
CLASSROOM
MANAGEMENT AND
DISCIPLINE
STRATEGIES TO
CREATE AN
ENVIRONMENT
CONDUCTIVE TO
LEARNING. (ED 610.02
C3; INTASC 8; HOLISM)**

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 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.

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 dependent on the classroom teacher to address problem behaviors.

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 justifiable confidence in his/her classroom management.

**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)**

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.

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.

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>REFLECTIVE PRACTICE 2. REFLECTS ON AND EVALUATES THE RESULTS OF STUDENT ASSESSMENT AND USES INFORMATION TO INFORM INSTRUCTION. (ED 610.02 C1; 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>

**PROFESSIONALISM 3.
PROFESSIONAL
DEVELOPMENT (ED
610.02 D1; INTASC 9;
COMMITMENT)**

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 not utilize available resources. Expresses limited commitment to the profession, and does not articulate any professional goals

Approaching Target:
Accepts feedback but does not always seek it out or respond appropriately. Makes some efforts to improve professional practice and 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.

Target:
Seeks, accepts, and responds to feedback appropriately. Makes continuous efforts to improve professional practice, including using 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.

**PROFESSIONALISM
4. PROFESSIONAL
PRESENTATION (ED
610.02 D1; INTASC
9; COMMITMENT)**

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.

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 his/her demeanor on others.

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>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 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.</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 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.</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 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>

ELED 1. ENGLISH LANGUAGE ARTS A. INTERN KNOWS AND APPLIES THE CONCEPTS OF A BALANCED AND INTEGRATED LITERACY PROGRAM (I.E. READING, WRITING, SPEAKING, VIEWING, LISTENING, AND THINKING SKILLS.) ED 612.04 B1 A, B. B2, 3, 4, 5, 6, 7. F1, 2, 3.

Does not meet Target:
Intern does not articulate or demonstrate the components of a balanced literacy program.
Intern reflects little or no understanding of the Common Core State Standards in English Language Arts

Approaching Target:
Intern articulates and demonstrates the components and purposes of a balanced literacy program within the content areas.
Intern makes connections between English Language Arts instruction and the Common Core State Standards.

Target:
Intern explains, applies and accommodates for all students within the context of a balanced literacy program. Intern creates appropriate instructional opportunities that facilitate student growth in the College and Career Readiness Anchor Standards as well as the grade-specific standards articulated in the Common Core.

ELED 1. ENGLISH LANGUAGE ARTS B. KNOWS AND APPLIES CONCEPTS OF A BALANCED READING AND WRITING PROGRAM THAT ENGAGE ALL LEARNERS WITH LANGUAGE; AND PROVIDES OPPORTUNITIES FOR STUDENTS TO APPLY THEIR DEVELOPING LANGUAGE TO A VARIETY OF SITUATIONS, MATERIALS AND CONTENT AREAS. ED 612.04 B1 A, B. B2, 3, 4, 5, 6, 7. F1, 2, 3.

Does not meet Target:
Does not articulate and demonstrate a variety of strategies in English language arts that supports a range of learners. Does not articulate and demonstrate use of a wide range of literary genre Does not articulate and demonstrate a variety of techniques for students to use in writing and communication.

Approaching Target:
Knows and uses a variety of instructional strategies in English language arts to support a range of learners. Knows and uses a wide range of literary genres across content areas. Recognizes and provides opportunities for students to engage in reading and writing for different purposes.

Target:
Knows, uses, and accommodates for a variety of instructional strategies in English language arts to support a range of learners. Knows and uses a wide range of literary genres for students to gain information and involve personal perspective. Engages students in reading and writing for different purposes that extend critical thinking.

<p>ELED 2. SCIENCE: A. INTERN PROVIDES OPPORTUNITIES FOR LEARNERS TO UNDERSTAND THE FUNDAMENTALS OF SCIENCE, INQUIRY PROCESSES SCIENTISTS USE IN THE DISCOVERY OF NEW KNOWLEDGE, AND THE NATURE OF SCIENCE AS A PROCESS, AN ACTIVITY, AND A DISCIPLINE. ED 612.04 B1 C. B2, 3, 4, 5, 6, 7. I4, I5.</p>	<p>Does not meet Target: Intern does not create instructional opportunities for students to engage in scientific inquiry, including making hypotheses, discovery of new information, setting up experiments, collecting data, drawing conclusions, and testing hypothesis.</p>	<p>Approaching Target: Intern creates learning opportunities for students to engage in individual areas of the sciences. Intern creates learning opportunities that have associations to the state standards and grade level expectations.</p>	<p>Target: Intern creates opportunities for students to engage in aspects of scientific inquiry that make connections within and across the sciences - physical, life, earth, and space. Intern creates learning opportunities that have relevant associations to the state standards and grade level expectations.</p>
<p>ELED 2. SCIENCE: B. INTERNS KNOW AND UNDERSTAND THE FUNDAMENTAL CONCEPTS IN THE SUBJECT MATTER OF PHYSICAL, LIFE, EARTH AND SPACE SCIENCES, AS WELL AS CONCEPTS CENTRAL TO ALL SCIENCES AND THE DIFFERENCES BETWEEN SCIENCE AND TECHNOLOGY. ED612.04 B2, 3, 4, 5, 6, 7. I1, 2, 3.</p>	<p>Does not meet Target: Intern does not articulate major individual and unifying concepts of one or more of the areas of physical, life, earth and space sciences, as well as the differences between science and technology. Intern is unaware of or disregards students' theories and misconceptions about science. Intern is unaware of students' theories and misconceptions about technology.</p>	<p>Approaching Target: Intern articulates important individual and unifying concepts in and across some of the sciences - physical, life, earth and space sciences. Intern is aware of students' theories and misconceptions about scientific and technological phenomena. Intern can mention technologies used to solve scientific problems.</p>	<p>Target: Intern articulates and demonstrates important individual and unifying concepts in and across the four disciplines. Intern is aware of students' theories and misconceptions and can create learning opportunities that alter or change the students' misconceptions. Intern is aware of students' theories and misconceptions about technology and uses technology to solve problems.</p>

**ELED 2. SCIENCE: C.
INTERNS KNOW AND
UNDERSTAND CONCEPTS
OF SCIENCE IN PERSONAL
AND SOCIAL
PERSPECTIVES. ED612.04
B2, 3, 4, 5, 6, 7. I1, 2, 3.**

Does not meet Target:
Intern does not demonstrate understanding of how science can be related to the needs of students, the local community, or society at large.

Approaching Target:
Intern demonstrates understanding of how science can be related to the needs of students, the local community, and society at large.

Target:
Intern understands how science can be related to the needs of students, the local community, and society at large, and can identify ways to engage students in addressing such needs effectively through study and action.

**ELED 2. SCIENCE: D.
INTERNS KNOW AND
UNDERSTAND THE HISTORY
AND NATURE OF SCIENCE.
ED612.04 B2, 3, 4, 5, 6, 7. I5.**

Does not meet Target:
Intern does not demonstrate comprehension of the history and nature of science.

Approaching Target:
Intern demonstrates the understanding of practice of science as a human endeavor, the nature of science, and the history of science.

Target:
Intern applies an understanding of science as a human endeavor, the nature of science, and the history of science and can effectively relate such study to the lives, needs, and interests of students.

ELED 3. MATHEMATICS: A. INTERN KNOWS, UNDERSTANDS, AND USES THE MAJOR CONCEPTS, PROCEDURES, AND REASONING PROCESSES OF MATHEMATICS TO FOSTER STUDENTS' MATHEMATICAL UNDERSTANDING AND APPLICATION. ED612.04 B2, 3, 4, 5, 6, 7. G1, 2, 3, 4, 5.

Does not meet Target:
Intern does not articulate or demonstrates knowledge of the core mathematical practices and content domains across grades K-6 as articulated in the Common Core State Standards. Intern is unaware of or disregards established mathematical practices used to solve common arithmetic or computational problems. Intern makes little or no attempt to question, experiment, or formulate within mathematical topics. Intern makes little or no attempt to create instructional opportunities regarding mathematical practices for representing phenomena, solving problems, and managing data.

Approaching Target:
Intern articulates and demonstrates knowledge of the core mathematical practices and content domains across grades K-6 as articulated in the Common Core State Standards. Intern is aware of and uses established mathematical practices to solve common arithmetic or computational problems. Intern accepts mathematical topics without experimenting and formulating responses to validate. Intern creates instructional opportunities regarding mathematical processes for representing phenomena, solving problems, and managing data. Intern makes associations to Common Core State Standards and grade level expectations within and across mathematical content areas

Target:
Intern articulates and demonstrates knowledge of the core mathematical practices and content domains across grades K-6 as articulated in the Common Core State Standards. Intern is aware of, can use, and demonstrate established mathematical practices used to solve common arithmetic or computational problems. Intern questions, experiments, or formulates within mathematical topics, reflecting upon his/her own understanding. Intern fosters student understanding and use of mathematical processes for representing phenomena, solving problems, and managing data. Intern makes comprehensive associations to Common Core State Standards and grade level expectations within and across mathematical content areas.

<p>ELED 4. SOCIAL STUDIES: A. INTERN DEMONSTRATES KNOWLEDGE OF SOCIAL STUDIES CONCEPTS, MODES OF INQUIRY AND THE INTEGRATED NATURE OF SOCIAL STUDIES WITHIN AND ACROSS CONTENT AREAS AS IDENTIFIED IN STATE AND NATIONAL STANDARDS. ED612.04 B2, 3, 4, 5, 6, 7. H1, 2, 3, 4, 5, 6.</p>	<p>Does not meet Target: Intern does not articulate or demonstrate understanding of major social studies concepts and themes. Intern cannot demonstrate knowledge of the themes and concepts of the social studies discipline. Intern does not recognize students' misconceptions nor connect concepts to students' lives.</p>	<p>Approaching Target: Intern articulates an understanding of major social studies concepts and themes. Intern demonstrates knowledge of individual social studies themes and concepts without integration within and across. Intern recognizes and clarifies students' misconceptions through appropriate examples and by connecting concepts to students' lives.</p>	<p>Target: Intern articulates and demonstrates an understanding of major social studies concepts and themes and can provide students with examples to promote student learning. Intern demonstrates knowledge within and across social studies themes and concepts. Intern recognizes and clarifies students' misconceptions and draws connections between students' lives and their participation in democracy.</p>
<p>ELED 4. SOCIAL STUDIES: B. INTERN APPLIES APPROPRIATE STRATEGIES (MAPS, HIGH ORDER QUESTIONING, SIMULATIONS, SMALL GROUP WORK) TO TEACH SOCIAL STUDIES CONCEPTS AND THEMES IN MEANINGFUL WAYS, INSTRUCTION PROMOTES STUDENT ENGAGEMENT IN WAYS THAT PROMOTES RESPONSIBLE CITIZENS FOR A CULTURALLY DIVERSE DEMOCRATIC SOCIETY AND THE GLOBAL COMMUNITY, ALIGNS INSTRUCTIONAL GOALS WITH STANDARDS. ED612.04 B2, 3, 4, 5, 6, 7. H1, 2, 3, 4, 5, 6.</p>	<p>Does not meet Target: Intern does not create instructional opportunities that engage students in the concepts and themes of social studies. Intern does not create varying instructional opportunities, teaching social studies concepts only through direct instruction.</p>	<p>Approaching Target: Intern creates few instructional opportunities that engage students in the concepts of social studies. Intern creates instructional opportunities in which social studies concepts are integrated within or across content areas, and are connected to state standards, or grade level expectations. Intern provides instruction that addresses many areas of social studies using varied instructional methods such as small group projects, individual project-based learning, discussion, debate, etc.</p>	<p>Target: Intern creates many instructional opportunities that engage students in the concepts of social studies. Intern creates instructional opportunities in which social studies concepts are integrated within and across content areas, state standards, and grade level expectations. Intern activates students' prior knowledge to help elaborate on or clarify social studies concepts. Intern creates varied instructional opportunities employing inquiry based learning and small group projects, individual project-based learning, discussion, debate, individual research.</p>

<p>ELED 5. THE ARTS: A. INTERN KNOWS AND UNDERSTANDS VARIOUS FORMS OF THE ARTS AND CAN INTEGRATE THE ARTS INTO ELEMENTARY INSTRUCTION AS A FORM OF COMMUNICATION, EXPRESSION AND INQUIRY. ED612.04 B2, 3, 4, 5, 6, 7.</p>	<p>Does not meet Target: Intern does not articulate or demonstrate connections within the Arts, across multiple disciplines, and outside the Arts. Intern makes little or no attempt to create instructional opportunities to use the Arts for communication, expression and inquiry. Intern does not connect instruction to state standards and grade level expectations.</p>	<p>Approaching Target: Intern articulates connections within the Arts, across multiple disciplines, and outside the Arts. Intern articulates how the Arts can be used for communication, expression and inquiry. Intern connects instructions to either state standards or grade level expectations but not both.</p>	<p>Target: Intern articulates and demonstrates connections within the Arts, across multiple disciplines, and outside the Arts with consideration for state standards and grade level expectations. Intern applies and integrates his/her understanding and knowledge of the Arts into instruction to enable students to use Arts for communication, expression and inquiry. Intern connects instruction to both state standards and grade level expectations.</p>
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<p>ELED 6. HEALTH EDUCATION: A. INTERN KNOWS AND UNDERSTANDS THE SUBJECT MATTER OF HEALTH EDUCATION WITHIN THE CONTEXT OF THE ELEMENTARY SCHOOL CURRICULUM. ED612.04 B2, 3, 4, 5, 6, 7.</p>	<p>Does not meet Target: Intern does not articulate or demonstrate knowledge of foundations of good health. Intern makes little or no attempt to create opportunities for learning health concepts or skills. Intern does not connect instruction to state standards or grade level expectations.</p>	<p>Approaching Target: Intern articulates health concepts including body systems, nutrition, and healthy lifestyles. Intern creates opportunities for learning health concepts or skills with association to the existing curriculum. Intern connects instruction to either state standards or grade level expectations but not both.</p>	<p>Target: Intern articulates and demonstrates knowledge of health concepts and common health problems, including root causes of such problems. Intern creates varied opportunities for learning health concepts and skills with comprehensive connection to the existing curriculum. Intern connects instruction to both state standards and grade level expectations.</p>
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ELED 7. PHYSICAL EDUCATION: A. INTERN KNOWS AND UNDERSTANDS THE IMPORTANCE OF FOSTERING ACTIVE, HEALTHY LIFESTYLES. ED612.04 B2, 3, 4, 5, 6, 7.

Does not meet Target:
Intern does not articulate or demonstrate knowledge of the foundations of physical development and healthy lifestyles appropriate for elementary school students. Intern makes little or no attempt to create opportunities for learning the concepts or skills related to physical activity or healthy, active lifestyles. Intern does not connect instruction to state standards or grade level expectations.

Approaching Target:
Intern articulates healthy lifestyle concepts including movement, motor activity, and exercise. Intern creates opportunities for learning the concepts or skills related to physical activity or healthy, active lifestyles. Intern connects instruction to either state standards or grade level expectations but not both.

Target:
Intern articulates and demonstrates knowledge of the fitness concepts as well as adaptive movement and the effects of sedentary lifestyles. Intern creates opportunities for learning the concepts or skills related to physical activity or healthy, active lifestyles with comprehensive connections to the existing curriculum. Intern connects instruction to both state standards and grade level expectations.

ELED 8. INTEGRATING AND APPLYING KNOWLEDGE FOR INSTRUCTION A. INTERN KNOWS AND UNDERSTANDS THE CONNECTIONS AMONG CONCEPTS, PROCEDURES, AND APPLICATIONS FROM CONTENT AREAS. ED612.04 A1, 2, 3. B2, 3, 4, 5, 6, 7.

Does not meet Target:
Intern does not connect concepts, procedures and applications within or across the content areas. Intern is unaware of or disregards new, relevant, and age-appropriate materials when considering the curriculum or the learners. Intern is unable to evaluate materials for quality or connection to state standards. Intern does not connect instruction to state standards or grade level expectations.

Approaching Target:
Intern connects concepts, procedures, and applications within or across the content areas but not both. Intern collects materials, evaluates using appropriate instruments, and selects new, relevant, and age-appropriate materials when considering the curriculum or the learners. Intern connects instruction to either state standards or grade level expectations but not both.

Target:
Intern connects and applies concepts, procedures and applications within and across the content areas, with consideration for state standards and grade level expectations. Intern collects materials, evaluates using appropriate instruments, and selects new, relevant, and age-appropriate materials when considering the curriculum or the learners. Intern connects instruction to state standards and grade level expectations.

ELED 8. INTEGRATING AND APPLYING KNOWLEDGE FOR INSTRUCTION B. INTERN ENCOURAGES K-6 STUDENTS TO APPLY THEIR KNOWLEDGE, SKILLS, TOOLS, AND IDEAS TO REAL WORLD ISSUES. ED612.04 A1, 2, 3. B2, 3, 4, 5, 6, 7.

Does not meet Target:
Intern does not create instructional opportunities for K-6 students that encourage the application of knowledge, skills, tools, and ideas across fields of knowledge.
Intern does not design instruction to develop students' ability to realize how knowledge, skills, and ideas relate to their lives and to other real-world situations.

Approaching Target:
Intern creates instructional opportunities for K-6 students that encourage the application of knowledge, skills, tools, and ideas across fields of knowledge.
Intern casually interjects how knowledge, skills, and ideas relate to their lives and to other real-world situations.

Target:
Intern creates instructional opportunities for students to demonstrate an ability to apply knowledge, skills, tools, and ideas across content areas; K-6 students apply the knowledge, skills, and ideas to their lives and to other real-world situations. Intern designs instruction to develop students' ability to realize how knowledge, skills, and ideas relate to their lives and to other real-world situations.

ELED 9. ADAPTATION TO DIVERSE STUDENTS: A. INTERN CREATES INSTRUCTIONAL OPPORTUNITIES ON BASIS OF HIS/HER UNDERSTANDING OF HOW ELEMENTARY STUDENTS DIFFER IN THEIR LEARNING DEVELOPMENT AND APPROACHES. ED612.04 A1, 2, 3. B2, 3, 4, 5, 6, 7.

Does not meet Target:
Intern does not articulate and demonstrate how development and learning are influenced by language, culture, family environment, talents, disabilities, prior learning and experiences. Intern is unaware of or disregards how to seek assistance and guidance from specialists and other resources to address diverse learning needs.

Approaching Target:
Intern articulates how development and learning are influenced by language, culture, family environment, talents, disabilities, prior learning and experiences.
Intern is aware of how to seek assistance and guidance from specialists and other resources to address diverse learning needs.

Target:
Intern articulates how students' development and learning is influenced by language, culture, family environment, talents, disabilities, prior learning and/or experiences, and draws on that knowledge to inform instruction. Intern actively seeks assistance and guidance from specialists and other resources to address diverse learning needs and incorporates this information into effective instruction.