

**Richard W. Riley College of Education
Winthrop University**

ELEMENTARY EDUCATION INTERNSHIP II MIDTERM/FINAL EVALUATION REPORT

Teacher Candidate Name _____
Grade/Subject _____
Mentor Teacher _____

WU ID# _____ Date _____
School _____
University Supervisor _____

Number of *summative observations* this evaluation is based on: _____ University Supervisor _____ Site-Based Observer
Number of *visits* this evaluation is based on: _____ University Supervisor

Directions: Please refer to the **Elementary Education Internship II Evaluation Scoring Rubric** when completing this form. This rubric provides detailed descriptions for teacher candidates at each of the following levels: **E= Exemplary; A= Acceptable; U=Unacceptable; NA= No Attempt; NO= No Opportunity**

PLANNING – Domain 1		E	A	U	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if A, E, or U is checked)
<i><u>CHECK ONE</u></i>							
1.	Develops learning objectives which are appropriate for the subject and grade level and are connected appropriately to the standards. (ACEI 2007 Standard 3.1)						
2.	Plans appropriate and logically sequenced instructional lessons. (ACEI 2007 Standard 3.1)						
3.	Plans for differences in individual needs, abilities, and interests. (ACEI 2007 Standard 3.2)						
4.	Plans for appropriate assessment, analysis of results, and maintenance of records. (ACEI 2007 Standard 4.0)						
5.	Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity. (ACEI 2007 Standard 3.2)						

Overall Rating for **planning** (circle one): **Exemplary; Acceptable; Unacceptable**

Describe one strength in the area of **planning**: _____

List at least one goal in the area of **planning** to be addressed: _____

INSTRUCTION – Domain 2		E	A	U	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if A, E, or U is checked)
<i>CHECK ONE</i>							
6.	Implements effective instruction for students using knowledge of content and appropriate standards. (ACEI 2007 Standard 3.1)						
7.	Establishes, communicates, and maintains high expectations for student achievement and participation. Students are given opportunities and support to assume responsibility for their own learning. (ACEI 2007 Standard 1.0)						
8.	Provides learning experiences that allow students to form connections between the specific subject area and other disciplines. (ACEI 2007 Standard 3.1)						
9.	Assists students in connecting subject matter to everyday life. (ACEI 2007 Standard 3.1)						
10.	Uses instructional judgment in the implementation of lessons. (ACEI 2007 Standard 5.1)						
11.	Uses a variety of instructional strategies to actively engage all students. (ACEI 2007 Standard 3.1)						
12.	Integrates technology appropriately into teaching and learning. (ACEI 2007 Standard 3.1)						
13.	Provides learning experiences which encourage critical thinking, problem solving, informed decision making, and/or creativity. (ACEI 2007 Standard 3.3)						
14.	Uses a variety of assessments and feedback to evaluate and guide student learning and to modify instruction as needed. (ACEI 2007 Standard 4.0)						
15.	Uses appropriate voice tone and inflection to deliver instruction effectively.						

Overall rating for **instruction** (circle one): **Exemplary; Acceptable; Unacceptable**

Describe one strength in the area of **instruction**: _____

List at least one goal in the area of **instruction** to be addressed: _____

ENVIRONMENT – Domain 3		E	A	U	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if A, E, or U is checked)
<i><u>CHECK ONE</u></i>							
16.	Promotes positive, collaborative peer interactions. (ACEI 2007 Standard 3.4)						
17.	Creates and maintains a positive and safe classroom environment conducive for learning. (ACEI 2007 Standard 3.4)						
18.	Demonstrates confidence and poise when managing an effective learning environment. (ACEI 2007 Standard 3.4)						
19.	Establishes and maintains effective rules, procedures, and routines. (ACEI 2007 Standard 3.4)						
20.	Provides for smooth transitions between activities and implements introductions and closures in lessons. (ACEI 2007 Standard 3.1)						

Overall rating for **environment** (circle one): **Exemplary; Acceptable; Unacceptable**

Describe one strength in the area of **environment**: _____

List at least one goal in the area of **environment** to be addressed: _____

PROFESSIONALISM – Domain 4		E	A	U	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if A, E, or U is checked)
<i><u>CHECK ONE</u></i>							
21.	Demonstrates oral, written, and/or nonverbal communication consistent with the expectations of a college student. (ACEI 2007 Standard 3.5)						
22.	Creates a positive rapport with students, parents, colleagues, administrators, mentor teacher, and supervisors. (ACEI 2007 Standard 5.2)						
23.	Presents self in a professional manner in terms of appearance, attitude, attire, and conduct. (ACEI 2007 Standard 5.2)						
24.	Is receptive to constructive criticism from the mentor teacher, supervisor, and administrators and incorporates feedback. (ACEI 2007 Standard 5.1)						
25.	Discusses lesson plans with the mentor teacher in well in advance of the lesson and integrates feedback as appropriate. (ACEI 2007 Standard 5.1)						
26.	Is prepared to teach each day. (ACEI 2007 Standard 5.1)						
27.	Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity in the school setting. (ACEI 2007 Standard 5.1)						
28.	Uses self-reflection to evaluate instruction. (ACEI 2007 Standard 5.1)						

Overall rating for **professionalism** (circle one): **Exemplary; Acceptable; Unacceptable**

Describe one strength in the area of **professionalism**: _____

List at least one goal in the area of **professionalism** to be addressed: _____

ADDITIONAL ELEMENTARY EDUCATION AREA OUTCOMES <u>CHECK ONE</u>		E	A	U	NA	NO	SUPPORTING DOCUMENTATION and EVIDENCE (required only if A, E, or U is checked)
29.	Reading, Writing, and Oral Language: Uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills to help students successfully apply their developing skills to many different situations, materials, and ideas. (ACEI 2007 Standard 2.1)						
30.	Uses an integrated approach to include content from other disciplines. (ACEI 2007- Standard 3.1)						
31.	Science: Designs and implements age-appropriate hands-on and inquiry lessons to teach physical, life, and earth/space science, to build student understanding for personal and social applications, and convey the nature of science. Investigations will include science processes and inquiry skills: making hypotheses, gathering, recording and interpreting data, drawing conclusions, and presenting results (written or orally). (ACEI 2007 Standard 2.2)						
32.	Uses an integrated approach to include content from other disciplines. (ACEI 2007 Standard 3.1)						
33.	Mathematics: Engages students in hands-on and traditional experiences that include number and operations, algebra, geometry, measurement, data analysis, and probability. (ACEI 2007 Standard 2.3)						
34.	Uses an integrated approach to include content from other disciplines. (ACEI 2007 Standard 3.1)						
35.	Social Studies: Engages students in experiences in geography, history, economics, and social relations/civics across a developmental continuum. Investigations include: analysis of primary sources, predicting, gathering and interpreting data, and drawing conclusions. Pedagogical strategies will include: developing historical empathy and understanding differences among groups of people. (ACEI 2007 Standard 2.4)						
36.	Uses an integrated approach to include content from other disciplines. (ACEI 2007 Standard 3.1)						

Overall rating for **content area outcomes** (circle one): **Exemplary; Acceptable; Unacceptable**

Describe one strength in the area of **content area outcomes**: _____

List at least one goal in the area of **content area outcomes** to be addressed: _____

Overall comments: _____

Based on our work with _____, it is our assessment that he/she is performing at the following level for each performance domain:

Please place a check (✓) in the appropriate box.

Planning:	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Instruction:	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Environment:	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Professionalism:	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable
Elementary Outcomes:	<input type="checkbox"/> Exemplary	<input type="checkbox"/> Acceptable	<input type="checkbox"/> Unacceptable

A teacher candidate must score an **Acceptable** rating or above in each performance domain to be scored as **Satisfactory**.

The teacher candidate is: ☐ Unsatisfactory ☐ Satisfactory

*I attended an **introductory meeting** and understand the procedures and requirements of the evaluation report.*

Teacher candidate

Mentor teacher

University supervisor

*I attended the **midterm/final evaluation conference** and agree with the data presented in the attached report.*

Teacher candidate

Mentor teacher

University supervisor

ELEMENTARY EDUCATION INTERNSHIP II EVALUATION SCORING RUBRIC

Internship Assessment Item— Planning Domain	Exemplary	Acceptable	Unacceptable
1. Develops learning objectives which are appropriate for the subject and grade level, and are connected appropriately to the standards. (ACEI 2007 Standard 3.1)	Objectives are appropriate for the subject area/developmental level of learners and are explicitly connected to state and/or national standards. Objectives incorporate multiple domains of learning or content areas. Objectives are measurable and each contains criteria for student mastery.	Objectives are appropriate for subject area/developmental level of learners and are connected appropriately to state and/or national standards. Objectives are measurable and most objectives identify criteria.	Objectives are inappropriate for the subject area/developmental level of learners. Objectives are not stated in measurable terms, do not include criteria, and/or are not appropriately connected to the state and/or national standards.
2. Plans appropriate and logically sequenced instructional strategies. (ACEI 2007 Standard 3.1)	Instructional strategies are consistently congruent with objectives. All strategies are developmentally appropriate and address a variety of student needs. The sequence of the lesson is logical with no gaps in progressions.	Most instructional strategies are congruent with objectives. The sequence of the lesson(s) is logical, with few gaps in progressions.	Instructional strategies are incongruent with objectives. Some strategies are developmentally inappropriate. The sequence of the lesson may be illogical, with gaps in progressions.
3. Plans for differences in individual needs, abilities, and interests. (ACEI 2007 Standard 3.2)	The plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale. Adaptations are for students with identified disabilities as well as others who have learning problems and/or who are gifted. Multiple strategies are included in lessons.	Most plans include instructional adaptations for individual differences (all levels) based on differing abilities for at least one student. Student needs (e.g. motivation or interest) are addressed in plans. Candidate can articulate an appropriate rationale for adaptations.	No plan (or minimal planning) for adaptation for individual differences (abilities/needs/interests) is evidenced in lessons.
4. Plans for appropriate assessment, analysis of results, and maintenance of records. (ACEI 2007 Standard 4.0)	Assessment planning reflects sophisticated use of assessments. On-going assessments as well as summative and formative assessments are used in many contexts. Record keeping provides detailed information on students	Appropriate strategies to assess student learning are used (paper and pencil tests, observational checklists, etc) regularly. Planned assessments are appropriate for the lesson and/or standards. Some analysis of results is noted. Student	No evidence (or minimal evidence) of planning for formal or informal assessment. No plan for record keeping or analysis of data. Assessments do not match the lesson objectives and/or standards.

	and can be transformed into a format that is accessible to others (e.g. parents/administrators).	progress is recorded and results used to make subsequent changes.	
5. Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity*. (ACEI 2007 Standard 3.2)	Extensive efforts are made to meet the cultural and linguistic diversity* of the students in the classroom through a variety of ways: instructional content, strategies and materials.	Cultural and linguistic diversity* of the students in the class is addressed either through instructional content, strategies, and/or materials.	Instruction and plans do not reflect (or minimally reflect) the cultural diversity *and linguistic needs of the students in the classroom.
Internship Assessment Item— Instruction Domain	Exemplary	Acceptable	Unacceptable
6. Implements instruction for students using knowledge of content and appropriate standards. (ACEI 2007 Standard 3.1)	Lessons reflect an in-depth knowledge of the content in the discipline. Lessons extend the requirements of the standards. Standards are thoroughly addressed within all lessons.	The majority of the lessons reflects a good understanding of the content in the discipline and adequately addresses the standards.	Knowledge of content is minimal and/or instruction is not adequate to meet the standards.
7. Establishes, communicates, and maintains high expectations for student achievement and participation. Students are given opportunities and support to assume responsibility for their own learning. (ACEI 2007 Standard 1.0)	Consistently communicates and designs many experiences that require student participation and learning in a challenging, yet supportive environment. Students assume responsibility for their own learning.	Communicates and designs some experiences that encourage student participation and learning in a challenging, yet supportive environment. Students recognize their role in the learning environment and the teacher candidate's expectations for achievement.	Does not maintain an environment in which P-12 students understand that they are able and expected to perform at levels that challenge them to learn and to participate.
8. Provides learning experiences that allow students to form connections between the specific subject area and other disciplines. (ACEI 2007 Standard 3.1)	Connections to prior and future learning in other subject areas are routinely made. Inter-disciplinary instruction is frequent.	Many lessons contain aspects that enable students to make connections with their prior or future learning in other subjects or disciplines.	Connections are not made or made infrequently.
9. Assists students in connecting subject matter to everyday life. (ACEI 2007 Standard 3.1)	Consistently makes the subject matter more meaningful for students through the use of creative and innovative practical applications and by using the students' experiences.	Makes the subject matter more meaningful for students by employing practical applications and/or using the students' experiences.	Does not make efforts to make the subject matter more meaningful to students by employing practical applications or by using the students' experiences.
10. Uses instructional judgment in the implementation of lessons. (ACEI 2007 Standards 5.1)	Displays outstanding level of instructional judgment by making appropriate instructional	Displays some instructional judgment by making appropriate instructional adjustment in	Displays minimal instructional judgment in adjusting instruction in response to student needs and/or

	adjustments in response to student needs and/or other variables.	response to student performance and/or other variables.	environmental variables.
11. Uses a variety of instructional strategies to actively engage all students. (ACEI 2007 Standard 3.1)	Effectively and consistently employs multiple instructional strategies to engage all students.	Effectively and frequently employs multiple instructional strategies to engage students	Rarely demonstrates the use of multiple strategies to engage students in lessons.
12. Integrates technology** appropriately into teaching and learning. (ACEI 2007 Standard 3.1)	Uses appropriate applications of technology and seeks additional new applications of technology (e.g. from the ITC) to enhance student learning or instructional effectiveness. Shows exemplary integration of technology in a variety of contexts.	Evidences appropriate application of technology to enhance student learning or instructional effectiveness.	Does not use technology appropriately to enhance student learning or instructional effectiveness.
13. Provides learning experiences which encourage critical thinking, problem solving, informed decision-making, and/or creativity. (ACEI 2007 Standard 3.3)	Consistently plans for and employs innovative and appropriate learning experiences that foster critical thinking, problem-solving, decision-making, and/or creativity.	Frequently uses strategies that are developmentally and age-appropriate to encourage critical thinking, problem-solving, decision-making, and/or creativity.	Minimal evidence of use of strategies to encourage higher order thinking, problem-solving, decision-making, and/or creativity in students.
14. Uses a variety of assessments and feedback to evaluate and guide student learning and to modify instruction as needed. (ACEI 2007 Standard 4.0)	Demonstrates the regular use of a variety of assessment strategies (informal observations as well as planned assessments) to demonstrate student learning and to make modifications during instruction for all students. Multiple sources of evidence demonstrate that instruction has been modified based on analysis of assessment results.	Uses assessment (informal observations as well as planned assessments) to demonstrate student learning and to make modifications during instruction for students.	Does not use or makes minimal use of assessment (informal observations as well as planned assessments) during instruction. Cannot demonstrate student learning.
15. Uses appropriate voice tone and inflection to deliver instruction effectively.	Instruction is consistently delivered with poise and appropriate voice tone. Candidate portrays confidence in teaching.	Instruction is generally delivered with poise and appropriate voice tone. Candidate appears comfortable teaching.	Delivery of instruction lacks poise and/or appropriate voice tone and inflection. Candidate appears uncomfortable teaching.
Internship Assessment Item—Environment Domain	Exemplary	Acceptable	Unacceptable
16. Promotes positive, collaborative peer interactions. (ACEI 2007 Standard 3.4)	Demonstrates outstanding use of strategies to encourage students to work collaboratively and uses many strategies to encourage positive	Makes frequent use of strategies to encourage students to work collaboratively and/or makes efforts at encouraging positive	Makes minimal use of strategies to encourage students to work collaboratively and/or makes minimal efforts at encouraging positive

	relationships among students in the classroom.	relationships among students in the classroom.	relationships among students in the classroom.
17. Creates and maintains a positive and safe classroom environment conducive for learning. (ACEI Standard 3.4)	Consistently employs a variety of positive, proactive approaches to effectively manage the classroom. Little time is needed for classroom management.	Proactive strategies are employed to effectively manage a positive and safe classroom. Behavior issues are efficiently and effectively addressed.	Does not employ effective classroom management strategies or relies excessively on punitive strategies. Behavior issues are addressed insufficiently or ineffectively.
18. Demonstrates confidence and poise when managing the classroom environment. (ACEI Standard 3.4)	Consistently displays high degree of composure in the face of student behavior and/or confidence when interacting with students.	Generally displays composure in the face of student behavior and/or demonstrates an adequate level of confidence when interacting with students.	Displays difficulty in maintaining composure in the face of student behavior and/or demonstrates a lack of confidence when interacting with students.
19. Establishes and maintains effective rules, procedures, and routines. (ACEI Standard 3.1)	Designs and maintains highly effective classroom procedures & routines that result in a classroom that runs smoothly and harmoniously. Rules are logical, reasonable, and consistent with clear consequences for discipline issues.	Designs and/or implements classroom rules, procedures, and routines that result in a classroom that has minimal behavioral problems.	Does not develop rules, procedures, and routines or has difficulty in implementing classroom rules, procedures, and routines.
20. Provides for smooth transitions between activities and implements introductions and closures in lessons. (ACEI Standard 3.1)	Consistently employs very effective strategies for transitions that minimize behavioral problems and maximize instructional time. Consistently provides very effective introductions & closures in lessons.	Uses strategies for transitions that are generally effective in minimizing behavioral problems and in maximizing instructional time. Provides introductions and closures frequently in lessons.	Does not plan for transitions or is unable to effectively implement planned transitions without behavioral problems. Does not or rarely provides an introduction or lesson closure.
Internship Assessment Item—Professionalism Domain	Exemplary	Acceptable	Unacceptable
21. Demonstrates oral, written, and/or nonverbal communication consistent with the expectations of a college graduate. (ACEI Standard 3.5)	Uses highly effective oral, written, and/or nonverbal communication with others in the school environment. (students, parents, colleagues, administrators, or supervisors)	Maintains acceptable oral, written, and/or nonverbal communication with others in the school environment (students, parents, colleagues, administrators, or supervisors)	Displays difficulty in oral, written, and/or nonverbal communication with others in the school environment (students, parents, colleagues, administrators, or supervisors).
22. Creates a positive rapport with students, parents, colleagues, administrators, mentor teacher and supervisor. (ACEI Standard 5.2)	Maintains a high level of positive rapport with students, parents, colleagues, administrators, mentor teacher and supervisors. Seeks opportunities to resolve conflicts in a professional manner.	Establishes and maintains acceptable rapport with others in the school environment (students, parents, colleagues, administrators, mentor teacher or supervisors). Handles conflicts in a professional	Displays difficulty in establishing and maintaining rapport with others in the school environment (students, parents, colleagues, administrators, mentor teacher or supervisors). Does not handle conflicts in a professional manner.

		manner.	
23. Presents self in a professional manner in terms of appearance, attitude, attire, and conduct. (ACEI Standards 5.1)	Conducts self in an exemplary manner in terms of appearance, attitude, attire, or conduct. Is an exemplary role model for students.	Conducts self in an acceptable manner in terms of appearance, attitude, attire, or conduct. Is a role model for students.	Displays repeated or significant difficulty in one or more professional behaviors: appearance, attitude, attire, or conduct.
24. Is receptive to constructive criticism from the mentor teacher, supervisor, and administrators and incorporates feedback. (ACEI Standard 5.1)	Not only incorporates feedback from others and receives criticism in a mature manner, but, also, seeks feedback and uses it to improve performance.	Receives criticism in a mature manner and demonstrates incorporation of feedback.	Does not incorporate feedback from others or complies minimally and/or does not receive criticism in a mature manner.
25. Discusses lesson plans with the mentor teacher well in advance of the lesson and integrates feedback as appropriate. (ACEI Standard 5.1)	Lesson plans consistently prepared in advance and discussed with the teacher. Feedback is readily incorporated.	Lesson plans are prepared in advance and are frequently discussed with the teacher. Feedback is frequently incorporated.	Does not have lesson plans prepared in advance and does not discuss plans with teacher. Feedback is not incorporated or is incorporated minimally.
26. Is prepared to teach each day. (ACEI Standard 5.1)	Is consistently prepared and displays a high degree of planning and organization which optimizes student learning opportunities.	Is prepared to teach daily. Any lack of preparedness is infrequent and minor in nature or gaps within planning do not impact student learning	Is frequently not prepared to teach—lesson plans may be missing, materials may not be organized in advance, others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness disrupts student learning.
27. Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity in the school setting. (ACEI Standards 5.1)	Displays exemplary personal conduct, academic integrity, and emotional maturity in the school setting.	Displays acceptable behavior in the school setting in each of the following areas: personal conduct, academic integrity, and emotional maturity.	Displays frequent and/or significant problems in the school setting in one or more of the following areas: personal conduct, academic integrity, and emotional maturity.
28. Uses self-reflection to evaluate instruction. (ACEI Standards 5.1)	Demonstrates evidence of regular use of self-reflection to improve instruction. Significant growth is evidenced over the semester.	Demonstrates evidence of the use of self-reflection to evaluate and improve instruction on a frequent basis. Growth is evidenced over the semester.	Does not display evidence (written or oral) of the use of self-reflection to evaluate and improve instruction.
Additional Elementary Education Standards	Exemplary	Acceptable	Unacceptable

29. Language Arts: Engages students in listening, speaking, reading and writing across a developmental continuum (ACEI 2007 Standard 2.1)	Plans and instruction do reflect an in-depth understanding of Language Arts content. National and state standards are thoroughly addressed.	Plans and instruction reflect a good understanding of Language Arts content and adequately address the National and state standards.	Plans and instruction do not reflect and understanding of Language Arts content. The National and state standards are not adequately addressed.
30. Uses an integrated approach to include content from other disciplines. (ACEI 2007- Standard 3.1)	Connections between Language Arts and other disciplines are routinely made.	Many lessons make connections between Language Arts and other disciplines.	Connections between Language Arts and other disciplines are not made or are made infrequently.
31. Science: Engages students in inquiry and investigations in physical, life and earth and space science—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. Investigations will include science processes and inquiry skills (making predictions, gathering and interpreting data, recognizing simple problems and drawing conclusions). (ACEI 2007 Standard 2.2)	Plans and instruction reflect an in-depth understanding of Science content and pedagogy and National and state standards are thoroughly addressed. Inquiry or investigations are evident in most lessons.	Plans and instruction reflect a good understanding of Science content and pedagogy and adequately address National and state standards. Investigations or inquiry are used in many lessons.	Plans and instruction do not reflect an understanding of science content and pedagogy. National and state standards are not adequately addressed. Investigations or inquiry are used infrequently. .
32. Uses an integrated approach to include content from other disciplines. (ACEI 2007 Standard 3.1)	Connections between science and other disciplines are routinely made.	Most lessons make connections between science and other disciplines.	Connections between Science and other disciplines are not made or are made infrequently.
33. Mathematics: Engages students in hands-on and traditional experiences that include number sense, algebraic thinking, geometry, measurement and data analysis. (ACEI 2007 Standards 2.3)	Plans and instruction reflect an in-depth knowledge of Mathematics content and pedagogy. National and state standards are thoroughly addressed within all lessons.	Plans and instruction reflect a good understanding of Mathematics content and pedagogy and adequately addresses the National and state standards.	Plans and instruction do not reflect an understanding of mathematics content and pedagogy. National and state standards are not adequately addresses.
34. Uses an integrated approach to include content from other disciplines. (ACEI 2007- Standard 3.1)	Connections between Mathematics and other disciplines are routinely made.	Many lessons make connections between Mathematics and other disciplines.	Connections between mathematics and other disciplines are not made or are made infrequently

35. Social Studies: Engages students in experiences in geography, history, economics and social relations/civics. Investigations include: analysis of primary sources, predicting, gathering and interpreting data and drawing conclusions. Pedagogical strategies will include: developing, historical empathy and understanding differences among groups of people. (ACEI 2007 Standards 2.4)	Plans and instructions reflect an in-depth knowledge of Social Studies core concepts and processes. National and state standards are thoroughly addressed within all lessons.	Plans and instructions reflect a good understanding of Social Studies core concepts and processes are adequately addresses the National and state Standards. .	Plans and instruction do not reflect an understanding of Social Studies core concepts and processes. National and state Standards are not adequately addressed.
36. Uses an integrated approach to include content from other disciplines. (ACEI 2007- Standard 3.1)	Connections between Social Studies and other disciplines are routinely made.	Many lessons make connections between Social Studies and other disciplines	Connections between Social Studies and other disciplines are not made or are made infrequently.

- **Diversity** refers to “differences among groups of people and individuals based n ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.” (NCATE Professional Standards, 2002, p.53)
- **Examples of appropriate application of technology include:** P-12 students using multimedia software to create presentations; P-12 students using spreadsheet/graphing software to analyze data; P-12 students using digital video to tell a story; P-12 students with special needs/ESOL using assistive technology to meet curricular objectives. Using a word processor to type lesson plans, showing a video or using the overhead projector, or intern e-mail communication are ***not*** considered adequate use of technology for this indicator.