

INDIANA WESLEYAN UNIVERSITY
Elementary Education Classroom Observation Form
2007 ACEI Standard 2 Addendum

Directions: Using all sources of evidence from your observation of the student teaching experience (lesson and unit plans; teacher work sample; portfolio; observations of classroom instruction, etc.), rate the student teacher on the degree to which he or she met the following ACEI Curriculum standards. **NOTE:** rate the appropriate section of Standard 2 for each lesson observed (math, science, social studies, etc.). Rate Standards 3.2 and 3.3 during each observation. Rate Standard 5.2 in your final student teaching observation.

STANDARD 2: CURRICULUM

Standard 2.1 Reading, Writing and Oral Language. Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.¹

Needs Improvement	<input type="checkbox"/>	Emerging Competence	<input type="checkbox"/>	Competent	<input type="checkbox"/>	Outstanding	<input type="checkbox"/>
<p>The candidate's plans suggest they do not understand reading, language, and child development concepts.</p> <p>The candidate cannot design appropriate lessons to teaching reading, writing, speaking, viewing, listening, and thinking skills.</p> <p>The candidate's plans do not demonstrate the ability to help students to successfully apply their developing skills to differing situations, materials, or ideas.</p>	<input type="checkbox"/>	<p>The candidate's plans suggest a limited understanding of reading, language, and child development concepts.</p> <p>He or she designs minimally appropriate lessons to teaching reading, writing, speaking, viewing, listening, and thinking skills.</p> <p>The candidate's plans demonstrate some ability to help students to apply their developing skills to differing situations, materials, or ideas successfully.</p>	<input type="checkbox"/>	<p>The candidate's plans demonstrate understanding of reading, language, and child development concepts and their use in classroom instruction.</p> <p>He or she designs appropriate lessons with adequate use of theory to teach reading, writing, speaking, viewing, listening, and thinking skills.</p> <p>Plans demonstrate the candidate's ability to help students successfully apply their developing skills to differing situations, materials, and ideas.</p>	<input type="checkbox"/>	<p>The candidate's plans and classroom instruction demonstrates that he or she understand all of the concepts from reading, language, and child development and use them effectively to inform their planning and teaching.</p> <p>His or her instructional activities integrate and support theory to teach reading, writing, speaking, viewing, listening, and thinking skills in multiple ways and in a variety of settings.</p> <p>The candidate's plans and classroom instruction demonstrate their ability to help students connect their reading, writing and oral language together in creative ways to link language to everyday life.</p>	<input type="checkbox"/>

Standard 2.2 Science. Candidates know and understand fundamental concepts of physical, life, and earth/space sciences as delineated in the National Science Education Standards. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding of personal and social applications, and to convey the nature of science.

Needs Improvement	<input type="checkbox"/>	Emerging Competence	<input type="checkbox"/>	Competent	<input type="checkbox"/>	Outstanding	<input type="checkbox"/>
<p>The candidates' plans and classroom instruction demonstrate a lack of understanding of the fundamental concepts in the areas of physical, life, earth, and space sciences.</p> <p>The candidate's science lessons are not age appropriate. He or she does not use the inquiry process appropriately in lessons.</p>	<input type="checkbox"/>	<p>The candidates' plans and classroom instruction demonstrate an emerging understanding of the fundamental concepts in the areas of physical, life, earth, and space sciences.</p> <p>The candidate's science lessons are sometimes age appropriate. He or she does not use the inquiry process skillfully in lessons.</p>	<input type="checkbox"/>	<p>The candidates' plans and classroom instruction demonstrate his or her understanding of the fundamental concepts in most of the areas of physical, life, earth, and space sciences.</p> <p>The candidate demonstrates the ability to design and implement age-appropriate science lessons.</p>	<input type="checkbox"/>	<p>The candidate's plans and classroom instruction demonstrate a broad understanding of the fundamental concepts in all four areas of physical, life, earth, and space sciences.</p> <p>The candidate designs and implements strong, aged-appropriate lessons, including a variety of ways to teach science (structured, guided, open-ended inquiry, etc.).</p>	<input type="checkbox"/>

¹ Elements of this section adapted from the NCATE Assessment Library, State University of New York at Cortland; taken from http://www.ncate.org/Portals/o/documents/SPAAssessmentLibrary/ACEI_State%20University%20of%20New%20York%20at%20Cortland-Assessment%203.pdf on July 17, 2012

Standard 2.2 Science, con't.

Needs Improvement	Emerging Competence	Competent	Outstanding
<p>The candidate's lessons do not convey the basic elements of the nature of science to students.</p>	<p>The candidate's uses the some elements of inquiry in his or her lesson design and classroom instruction.</p> <p>The candidate's lessons convey a limited understanding of the basic elements of the nature of science to students.</p>	<p>The candidate's uses the basic elements of inquiry in his or her lesson design and classroom instruction.</p> <p>The candidate's lessons convey the basic elements of the nature of science to students.</p>	<p>The candidate successfully designs and implements multiple ways to use inquiry (structured, guided, open-ended, etc.) in their lessons to teach the fundamental concepts of science.</p> <p>The candidate's lessons contain information enabling students to develop understanding of the nature of science.</p>

Standard 2.3 Mathematics. Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In so doing, they consistently engage problem solving, reasoning and proof, communication, connections, and representation.

Needs Improvement	Emerging Competence	Competent	Outstanding
<p>The candidate's lesson plans and classroom instruction suggest his or her lack of number sense and background and proficiency in the major concepts and procedures that define number and operations, algebra, geometry, and measurement.</p> <p>The candidate's lesson plans and classroom instruction suggest that he or she cannot problem solve, or lacks the ability to provide reasoning and proof for mathematical computations; he or she is unable to communicate effectively about, make connections to, and provide representations of mathematical concepts.</p>	<p>The candidate's lesson plans and classroom instruction suggest an emerging number sense and background and proficiency in the major concepts and procedures that define number and operations, algebra, geometry, and measurement.</p> <p>The candidate's lesson plans and classroom instruction suggest a limited ability to problem solve, or to provide reasoning and proof for mathematical computations; he or she has limited ability to communicate effectively about, make connections to, and provide representations of mathematical concepts.</p>	<p>The candidate's lesson plans and classroom instruction demonstrate their number sense and proficiency in the major concepts and computational procedures that define number and operations involving algebra, geometry, and measurement.</p> <p>The candidate's lesson plans demonstrate his or her problem-solving ability, the ability to provide reasoning and proof for mathematical computations, and the ability to communicate about, make connections to, and provide representations of mathematical concepts.</p>	<p>The candidate's lesson plans and classroom instruction demonstrate a variety of ways to present number concepts involving algebra, geometry, and measurement. He or she balances and links conceptual understanding and is operationally proficient in algebra, geometry, measurement, and data analysis and probability.</p> <p>The candidate's lesson plans and classroom instruction consistently engage students in problem solving, reasoning and proof for mathematical computations. He or she consistently demonstrates the ability to communicate effectively about, make connections to, and provide multiple representations of mathematical concepts.</p>

Standard 2.4 Social studies. Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

Needs Improvement	Emerging Competence	Competent	Outstanding
<p>The candidate's lesson plans and classroom instruction suggests that he or she is not familiar with the themes, concepts, and modes of inquiry drawn from the academic fields of the social studies.</p> <p>The candidate does not demonstrate understanding of the major concepts and modes of inquiry from the social studies, and does not promote elementary students' ability to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p>	<p>The candidate's lesson plans and classroom instruction suggest emerging familiarity with the themes, concepts, and modes of inquiry drawn from the academic fields of the social studies.</p> <p>The candidate demonstrates limited understanding of the major concepts and modes of inquiry from the social studies, and minimally promotes elementary students' ability to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.</p>	<p>The candidate demonstrates an understanding of the themes, concepts, and modes of inquiry drawn from the social studies in his or her lesson plans and classroom instruction. He or she develops experiences to help elementary students learn about major social studies concepts.</p> <p>The candidate's lesson planning and classroom instruction demonstrates an understanding of the major concepts and modes of inquiry from the social studies, and enables</p>	<p>The candidate demonstrates in-depth knowledge and understanding of how the major concepts and themes of social studies are integrated across academic fields in their lesson planning and classroom instruction.</p> <p>The candidate's lesson planning and classroom instruction demonstrates an in-depth understanding of the social studies and a significant ability to help K-6 students learn the essential concepts and become productive participants in a democratic society.</p>

Standard 2.4 Social studies, con't.

		students to learn about the major themes that integrate knowledge across the social studies and helps them become productive participants in a democratic society.	
--	--	--	--

Standard 2.5 The arts. Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

Needs Improvement	<input type="checkbox"/>	Emerging Competence	<input type="checkbox"/>	Competent	<input type="checkbox"/>	Outstanding	<input type="checkbox"/>
<p>Evidence shows that: The candidate lacks basic understanding of distinctions and connections in the fine arts (dance, music, visual arts and theater)</p> <p>He or she lacks understanding of the functions and achievements in dance, music and theater arts;</p> <p>He or she does not use the arts to encourage communication, inquiry, and insight among elementary students</p>		<p>Evidence shows that: The candidate displays limited understanding of distinctions and connections in the fine arts;</p> <p>He or she demonstrates a basic understanding of the functions and achievements in dance, music and theater arts;</p> <p>He or she makes limited use of the arts to encourage communication, inquiry, and insight among elementary students.</p>		<p>Evidence shows that: The candidate knows and understands functions and achievements of visual arts as primary media for communication, inquiry, and insight among elementary students;</p> <p>He or she understands distinctions, functions, achievements and connections within the arts disciplines and with other disciplines;</p> <p>He or she encourages students in study of, participation in, and appreciation of arts, and acquaints them with exemplary arts from a variety of cultures and historical periods.</p>		<p>Evidence shows that: The candidate relates basic types of fine arts knowledge and skills within and across the arts disciplines, and make connections with other disciplines;</p> <p>He or she understands distinctions, functions, achievements and connections within the arts disciplines and with other disciplines;</p> <p>He or she enables K-6 students to use the arts as primary media for communication, inquiry, and insight, and acquaints students with exemplary arts from a variety of cultures and historical periods.</p>	

Standard 2.6 Health education. Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

Needs Improvement	<input type="checkbox"/>	Emerging Competence	<input type="checkbox"/>	Competent	<input type="checkbox"/>	Outstanding	<input type="checkbox"/>
<p>Evidence shows that: The candidate lacks an understanding of the foundations of good health;</p> <p>He or she lacks the necessary understanding to impart information on health-related issues.</p>		<p>Evidence shows that: The candidate demonstrates a basic understanding of the foundations of good health.</p> <p>He or she has a limited understanding of how to impart information on health-related issues</p>		<p>Evidence shows that: The candidate understands the foundations of good health, including the structure and function of the body and its systems and the importance of physical fitness and sound nutrition;</p> <p>He or she teaches students the major health issues affecting K-6 children and imparts information on these issues sensitively</p>		<p>Evidence shows that: The candidate knows the major health issues concerning children and the social forces that affect them, including the importance of physical fitness and sound nutrition;</p> <p>He or she helps students understand the benefits of a healthful lifestyle, as well as the dangers of diseases and activities that may contribute to disease.</p>	

Standard 2.7 Physical education. Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

Needs Improvement	<input type="checkbox"/>	Emerging Competence	<input type="checkbox"/>	Competent	<input type="checkbox"/>	Outstanding	<input type="checkbox"/>
<p>Evidence shows that: The candidate has a general knowledge of physical development;</p> <p>He or she does not demonstrate the value and benefits of physical activity to students.</p>		<p>Evidence shows that: The candidate has a general knowledge of physical development; his or her demonstration of the value and benefits of physical activity to students is inconsistent.</p>		<p>Evidence shows that: The candidate has a general knowledge of physical development, and demonstrates to students that physical inactivity is a major health risk factor.</p>		<p>Evidence shows that: The candidate has an in-depth understanding of physical development and movement forms, and concepts and principles of motor skills;</p> <p>He or she models the critical importance of physically active life styles, and encourages students to adopt those behaviors.</p>	

ACEI Standard 3 Addendum

Note: Assess each of the following ACEI standard elements based on the performance descriptions in each rubric. Place a check in the appropriate box to indicate the level of attainment that most closely describes the candidate’s performance in each standard.

STANDARD 3: INSTRUCTION

3.2 Adaptation to diverse students. Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Needs Improvement	<input type="checkbox"/>	Emerging Competence	<input type="checkbox"/>	Competent	<input type="checkbox"/>	Outstanding	<input type="checkbox"/>
<p><i>Inadequate knowledge and understanding:</i> Evidence shows that: Candidates have an inadequate understanding of how children differ in their development and how this is influenced by special needs, culture, and family environment.</p> <p>Candidates are unable to demonstrate understanding of how elementary students' learning is influenced by individual experiences, disabilities, prior learning, and culture.</p> <p>Candidates are unable to successfully design instruction appropriate for K-6 students' levels of development, learning styles, and needs</p> <p>Candidates' approaches to teaching are not sensitive to children's needs.</p>	<p><i>Developing knowledge and understanding:</i> Candidates know how children differ in their development and how this is influenced by special needs, culture, and family environment, but have an incomplete understanding of how to implement that knowledge effectively.</p> <p>Candidates' demonstrations of understanding of how elementary students' learning is influenced by individual experiences, disabilities, prior learning, and culture is improving but has not reached competence.</p> <p>Candidates design instruction appropriate for K-6 students, but do not consistently consider levels of development, learning styles, and needs.</p> <p>Candidate's approaches to teaching are sometimes, but not always, sensitive to children's needs.</p>	<p><i>Knowledge and understanding leads to effective planning:</i> Candidates demonstrate their knowledge and understanding of how children differ in their development and how this is influenced by special needs, culture, and family environment in unit and lesson plans and in classroom instruction.</p> <p>Candidates use their knowledge and understanding of how elementary students' learning is influenced by individual experiences, disabilities, prior learning and culture to modify student learning experiences.</p> <p>Candidates design instruction appropriate for K-6 students' levels of development, learning styles, and needs</p> <p>Candidates incorporate teaching approaches that are sensitive to children's cultures and exceptional needs.</p>	<p><i>Effective planning results in improved student learning:</i> Candidates' success in addressing the learning needs of all K-6 students is demonstrated by improved student learning.</p> <p>Candidates' modification of learning experiences based on their knowledge and understanding of students' individual experiences, talents, disabilities, prior learning, language and culture results in improved student learning.</p> <p>Candidates' instructional planning for students' differences and exceptionalities results in learning success for all students.</p>				

Standard 3.3 Development of critical thinking and problem solving. Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving,

Needs Improvement	<input type="checkbox"/>	Emerging Competence	<input type="checkbox"/>	Competent	<input type="checkbox"/>	Outstanding	<input type="checkbox"/>
<p><i>Inadequate knowledge and understanding:</i> Candidates do not demonstrate an understanding of the development of critical thinking, problem solving, and performance skills in K-6 students.</p> <p>Candidates do not use a variety of teaching strategies that encourage K-6 students' development of critical thinking, problem solving, and performance skills.</p>	<p><i>Developing knowledge and understanding:</i> Candidates' demonstrations of understanding of the development of critical thinking, problem solving, and performance skills in K-6 students is improving, but has not yet reached competence.</p>	<p><i>Knowledge and understanding leads to effective planning:</i> Candidates demonstrate an understanding of cognitive processes associated with various kinds of learning and how these processes can be developed into learning experiences for all students.</p>	<p><i>Effective planning results in improved student learning:</i> The implementation of lesson plans demonstrating candidates' understanding of cognitive processes associated with various kinds of learning and how these processes can be developed in experiences and successful learning for all students.</p>				

Standard 3.3, con't.

Needs Improvement	<input type="checkbox"/>	Emerging Competence	<input type="checkbox"/>	Competent	<input type="checkbox"/>	Outstanding	<input type="checkbox"/>
		Candidates are exploring the use of additional teaching strategies that encourage K-6 students' development of critical thinking, problem solving, and performance skills, but need to continue to work to implement them consistently and successfully.			Candidates incorporate their knowledge of principles and techniques, advantages and limitations, and appropriate uses of teaching strategies into the design of their unit and lesson plans. Candidates use a variety of instructional materials, technological resources, and multiple teaching and learning strategies to enhance students' development of critical thinking, problem solving, and performance skills	Candidates' use of a variety of instructional materials, technology, and teaching strategies results in students' development of critical thinking, problem solving, and performance skills.	

STANDARD 5: PROFESSIONALISM

5.2 Collaboration with families. Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

Needs Improvement	<input type="checkbox"/>	Emerging Competence	<input type="checkbox"/>	Competent	<input type="checkbox"/>	Outstanding	<input type="checkbox"/>	
<p><i>Inadequate knowledge and understanding:</i> Candidates do not know the variety of family beliefs, traditions, values, and practices across cultures and within society. Candidates do not recognize the importance of involving families as partners in supporting the school both inside and outside the classroom.</p> <p>Candidates do not know how to work with families in order to encourage intellectual, social, emotional, and physical growth of K-6 students.</p> <p>Candidates are unaware that collegial activities contribute to a productive learning environment. Candidates are not able to identify the appropriate specialists within the schools to support K-6 students' learning and well-being.</p>			<p><i>Developing knowledge and understanding:</i> Candidates have a limited but improving knowledge of the variety of family beliefs, traditions, values, and practices across cultures and within society; they have a growing recognition of the importance of involving families as partners in supporting the school both inside and outside the classroom.</p> <p>Candidates make attempts to work with families in order to encourage intellectual, social, emotional, and physical growth of K-6 students, but are not consistently productive or successful.</p> <p>Candidates are aware of school specialists and that collegial activities contribute to a productive learning environment, but are not able to consistently meet with and implement the advice and counsel of those specialists in the support of K-6 students learning and wellbeing.</p>			<p><i>Knowledge and understanding leads to effective planning:</i> Candidates recognize the importance of involving families as partners in supporting the school both inside and outside the classroom. They incorporate their knowledge of the varieties of family beliefs, traditions, values, and practices across cultures and within society into their unit and lesson plans.</p> <p>Candidates' involvement with and knowledge of students' family backgrounds is demonstrated by the consideration they show for children with disabilities, developmental delays, or special abilities in their lesson plans and related materials.</p> <p>Candidates recognize that collegial activities contribute to a productive learning environment. They identify the appropriate specialists within the schools to support K-6 students' learning and wellbeing, and use the knowledge gained from those collaborations to develop and modify their lesson plans appropriately.</p>	<p><i>Effective planning results in improved student learning:</i> Candidates' implementation of instructional strategies and activities that are sensitive to their students' family backgrounds results in an improved learning climate and successful student learning.</p> <p>Candidates' involvement with families, and the effective planning that comes from that involvement, leads to improved learning for all students, including those with disabilities, developmental delays, or special abilities.</p> <p>Candidates implement lesson plans developed and/or modified from collaborations with professional colleagues. They share learning results with colleagues to make additional lesson modifications to further improve students' learning.</p>	

Revision Date: July 18, 2012
2007 ACEI Standards