### Theme: Diversity

<table>
<thead>
<tr>
<th>Diversity</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Rating</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skill:</strong></td>
<td>PEU-CF-1.2</td>
<td>PEU-CF-1.3</td>
<td>PEU-CF-1.4</td>
<td>PEU-CF-1.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exemplary performance is evidenced by the candidate’s ability to establish a comfortable environment in which all students can learn; candidate practices strategies such as acceptance, tolerance, mediation and resolution, and accepts and fosters diversity.</td>
<td>Acceptable performance is evidenced by the candidate’s ability to establish a comfortable environment in which all students can learn. Candidate practices strategies such as acceptance and tolerance, and accepts diversity.</td>
<td>Marginal performance is evidenced by candidate’s inability to establish a comfortable environment in which all students can learn. Candidate practices strategies such as acceptance and tolerance, and accepts diversity.</td>
<td>Unacceptable performance is evidenced by candidate’s inability to establish a comfortable environment in which all students can learn. Candidate does not practice strategies such as acceptance, tolerance, mediation and resolution, and accepts and fosters diversity.</td>
<td>4</td>
<td>4.0 = 100% T=100%</td>
<td>Logs Meetings Site Visits</td>
</tr>
<tr>
<td><strong>Disposition:</strong></td>
<td>PEU-CF-1.2</td>
<td>PEU-CF-1.3</td>
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</tr>
<tr>
<td>Exemplary performance is evidenced by the candidate accepting and fostering diversity and understanding and supporting diverse student learning. Candidate also creates a learning community that respects individual differences.</td>
<td>Acceptable performance is evidenced by the candidate accepting and fostering diversity and understanding diverse student learning or creates a learning community that respects individual differences.</td>
<td>Marginal performance is evidenced by the candidate accepting and fostering diversity.</td>
<td>Unacceptable performance is evidenced by the candidate’s inability to accept and foster diversity and understand and support diverse student learning. Candidate does not create a learning community that respects individual differences.</td>
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<td></td>
</tr>
<tr>
<td><strong>Knowledge:</strong></td>
<td>Exemplary performance is</td>
<td>Acceptable performance is</td>
<td>Marginal performance is evidenced by the</td>
<td>Unacceptable performance is</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The ratings and artifacts cover all areas of diversity.
<table>
<thead>
<tr>
<th>Technology</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Rating</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Ratings and artifacts cover all areas of technology for 13 folios.</td>
<td>Exemplary performance is evidenced by the candidate’s ability to use fundamental concepts in technology, facilitate students’ access and use of technology; candidate can also use available technology and software to support student learning and to manage, evaluate and improve instruction.</td>
<td>Acceptable performance is evidenced by the candidate’s ability to use fundamental concepts in technology, facilitate students’ access and use of technology; candidate can also use available technology and software to support student learning.</td>
<td>Marginal performance is evidenced by the candidate’s ability to use fundamental concepts in technology, facilitate students’ access and use of technology; candidate can also use available technology and software.</td>
<td>Unacceptable performance is evidenced by the candidate’s inability to use fundamental concepts in technology, facilitate students’ access and use of technology; candidate does not use available technology and software to support student learning and to manage, evaluate and improve instruction.</td>
<td>4 range 4.0 = 100% T= 100%</td>
<td>Site Visit Logs Shadowing</td>
</tr>
</tbody>
</table>

| Disposition: | Exemplary performance is evidenced by the candidate facilitating access to technology for students. Candidate can also demonstrate that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal | Acceptable performance is evidenced by the candidate facilitating access to technology for students. Candidate can also demonstrate that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact). | Marginal performance is evidenced by the candidate facilitating access to technology for students. Candidate can also demonstrate that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact). | Unacceptable performance is evidenced by the candidate’s inability to facilitate access to technology for students. Candidate does not demonstrate that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact). | | |

PEU-CF-1.1
PEU-CF-1.5

evidenced by the candidate’s understanding of diverse backgrounds of individuals. Candidate also knows how to establish a comfortable environment in which all students can learn.

PEU-CF-2.1
PEU-CF-2.2
PEU-CF-2.5
PEU-CF-2.6
PEU-CF-2.7

Theme: Technology

Skill:

Exemplary performance is evidenced by the candidate’s understanding of diverse backgrounds of individuals. Candidate also knows how to establish a comfortable environment in which all students can learn.

Acceptable performance is evidenced by the candidate’s ability to understand diverse backgrounds of individuals.

Marginal performance is evidenced by the candidate’s inability to clearly understand diverse backgrounds of individuals and does not know how to establish a comfortable environment in which all students can learn.

Marginal performance is evidenced by the candidate’s understanding of diverse backgrounds of individuals.

Exemplary performance is evidenced by the candidate’s understanding of diverse backgrounds of individuals.

Candidate also knows how to establish a comfortable environment in which all students can learn.

Candidate also knows how to establish a classroom environment.

Marginal performance is evidenced by the candidate’s understanding of diverse backgrounds of individuals.

Unacceptable performance is evidenced by the candidate’s inability to clearly understand diverse backgrounds of individuals and does not know how to establish a comfortable environment in which all students can learn.

Marginal performance is evidenced by the candidate’s understanding of diverse backgrounds of individuals.

Exemplary performance is evidenced by the candidate’s understanding of diverse backgrounds of individuals.

Candidate also knows how to establish a comfortable environment in which all students can learn.

Candidate also knows how to establish a classroom environment.

Marginal performance is evidenced by the candidate’s understanding of diverse backgrounds of individuals.

Unacceptable performance is evidenced by the candidate’s inability to clearly understand diverse backgrounds of individuals and does not know how to establish a comfortable environment in which all students can learn.

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Marginal performance is evidenced by the candidate’s understanding of diverse backgrounds of individuals.

Unacceptable performance is evidenced by the candidate’s inability to clearly understand diverse backgrounds of individuals and does not know how to establish a comfortable environment in which all students can learn.
| Knowledge: PEU-CF-2.3, PEU-CF-2.4 | Exemplary performance is evidenced by the candidate demonstrating that she/he knows and understands the fundamental concepts in technology. The candidate is also knowledgeable of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | Acceptable performance is evidenced by the candidate demonstrating that she/he knows and understands the fundamental concepts in technology. The candidate is also knowledgeable of effective verbal, nonverbal, or media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. | Marginal performance is evidenced by the candidate demonstrating that she/he knows and understands the fundamental concepts in technology. The candidate is also knowledgeable of effective verbal, nonverbal communication techniques to foster active inquiry in the classroom. | Unacceptable performance is evidenced by the candidate’s inability to demonstrate that she/he knows and understands the fundamental concepts in technology. The candidate is not knowledgeable of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. |

### Theme Values

<table>
<thead>
<tr>
<th>Values</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Rating</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ratings and artifacts are for all areas of Values</td>
<td>Skill: PEU-CF-3.1, PEU-CF-3.2, PEU-CF-3.3</td>
<td>Exemplary performance is evidenced by the candidate interacting with students, families and other stakeholders in a manner that reflects ethical and moral standards; working with colleagues in a professional manner and showing respect for varied groups’</td>
<td>Acceptable performance is evidenced by the candidate interacting with students, families and other stakeholders in a manner that reflects ethical and moral standards; working with colleagues in a professional manner</td>
<td>Marginal performance is evidenced by the candidate interacting with students, families and other stakeholders in a manner that reflects ethical and moral standards; working with colleagues in a professional manner</td>
<td>Unacceptable performance is evidenced by the candidate’s inability to interact with students, families and other stakeholders in a manner that reflects ethical and moral standards; work with colleagues in a professional manner</td>
<td>4 range 4 = 100% T = 100%</td>
</tr>
<tr>
<td>Disposition:</td>
<td>Exemplary performance is evidenced by the candidate showing respect for varied groups’ talents and perspectives, commitment to individual excellence and recognizing the importance of peer relationships in establishing a climate for learning.</td>
<td>Acceptable performance is evidenced by the candidate showing respect for varied groups’ talents and perspectives, commitment to individual excellence or recognizing the importance of peer relationships in establishing a climate for learning.</td>
<td>Marginal performance is evidenced by the candidate showing respect for varied groups’ talents and perspectives, commitment to individual excellence or recognizing the importance of peer relationships in establishing a climate for learning.</td>
<td>Unacceptable performance is evidenced by the candidate’s inability to show respect for varied groups’ talents and perspectives, commitment to individual excellence or recognizing the importance of peer relationships in establishing a climate for learning.</td>
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</table>

| Knowledge: | Exemplary performance is evidenced by the candidate’s understanding of how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values. | Acceptable performance is evidenced by the candidate’s understanding of how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family or community values. | Marginal performance is evidenced by the candidate understanding how students' learning is influenced by individual experiences, talents, or prior learning, as well as language, culture, and family values. | Unacceptable performance is evidenced by the candidate’s inability to demonstrate an understanding of how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family or community values. |

<table>
<thead>
<tr>
<th>Critical Thinking</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Rating</th>
<th>Artifact(s)</th>
</tr>
</thead>
</table>
| Skill: | PEU-CF-4.2 | Exemplary performance is evidenced by the candidate’s ability to use a variety of instructional/professional | Acceptable performance is evidenced by the candidate’s ability to use a variety of instructional/professional | Marginal performance is evidenced by the candidate’s ability to use a variety of instructional/professional strategies to encourage students’ development of critical thinking | 4 range | Action Research  
Article Reviews  
Meetings  
Logs  
Site Visit |
| Disposition: | PEU-CF- 4.3 | Exemplary performance is evidenced by the candidate’s ability to value critical thinking and self-directed learning as habits of mind. Candidate understands and values effective problem solving strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student. | Acceptable performance is evidenced by the candidate’s ability to value critical thinking and self-directed learning as habits of mind. Candidate understands and values effective problem solving strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, or social, emotional, and physical development of each student. | Marginal performance is evidenced by the candidate’s ability to value critical thinking and self-directed learning as habits of mind. Candidate understands and values effective problem solving strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual development of each student. | Unacceptable performance is evidenced by the candidate’s inability to value critical thinking and self-directed learning as habits of mind. Candidate does not understand nor value effective problem solving strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student. |
| Knowledge: | PEU-CF- 4.1, 4.4 | Exemplary performance is evidenced by the candidate knowing and understanding a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | Acceptable performance is evidenced by the candidate knowing and understanding a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | Marginal performance is evidenced by the candidate knowing and understanding a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | Unacceptable performance is evidenced by the candidate knowing and understanding a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. |
strategies to encourage students’ development of critical thinking and performance. Candidate knows effective problem solving strategies to plan, evaluate and strengthen instruction that promote continuous intellectual, social, emotional, and physical development of each student. Candidate knows how to acquire performance assessment techniques and strategies that measure higher order thinking skills of the student.

professional strategies to encourage students’ development of critical thinking and performance and knowing effective problem solving strategies to plan, evaluate and strengthen instruction that promote continuous intellectual and social development of each student. Candidate knows how to acquire performance assessment techniques or strategies that measure higher order thinking skills of the student.

performance. Candidate knows about effective problem solving strategies to plan, evaluate and strengthen instruction that promote continuous intellectual and social development of each student. Encourage students’ development of critical thinking and performance. Candidate does not know about effective problem solving strategies to plan, evaluate and strengthen instruction to promote continuous intellectual, social, emotional, and physical development of each student. Candidate does not know how to acquire performance assessment techniques or strategies that measure higher order thinking skills of the student.

<table>
<thead>
<tr>
<th>Theme: Professionalism</th>
<th>Skill: PEU-CF-5.2, 5.4, 5.5, 5.6</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Rating</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary performance is evidenced by candidate’s knowledge of the content, and how major concepts, principles, theories and research are related to learning and the development of children.</td>
<td>Acceptable performance is evidenced by candidate’s knowledge of the content, and how major concepts, principles or theories and research are related to learning and the development of children.</td>
<td>Marginal performance is evidenced by the candidate’s knowledge of the content, and how major concepts are related to learning and the development of children.</td>
<td>Unacceptable performance is evidenced by the candidate’s inability to know the content, and how major concepts, principles, theories and research are related to learning and the development of children.</td>
<td></td>
<td>4 range</td>
<td>Site Visit Meetings</td>
<td></td>
</tr>
<tr>
<td>Professional Meetings</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
| Professional Meetings |}

| Disposition: PEU-CF-5.3 PEU-CF-5.7 | Exemplary performance is evidenced by the candidate’s use of appropriate pedagogy, | | | Unacceptable performance is evidenced by the candidate’s | | | |
| Exemplary performance is evidenced by the candidate’s use of | Acceptable performance is evidenced by the candidate’s use of | Marginal performance is evidenced by the candidate’s use of appropriate pedagogy, | | | 4.0 = 100% |
| | | | | | T= 100% | Professional Meetings |
appropriate pedagogy, major concepts, principles, theories and research related to the development of learning; candidate uses effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom; candidate can construct learning opportunities that support student development and acquisition of knowledge and motivation.

major concepts, principles, theories and research related to the development of learning; candidate uses effective verbal or non-verbal communication techniques to foster valuable interaction in the classroom.

inability to use appropriate pedagogy, major concepts, principles, theories and research related to the development of learning; candidate does not use effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom nor construct learning opportunities that support student development and acquisition of knowledge.

Knowledge:

PEU-CF-5.1 – 5.4

Exemplary performance is evidenced by the candidate’s commitment to professional growth and development. The candidate also displays appropriate code of conduct including dress, language and respectful behavior.

Acceptable performance is evidenced by the candidate’s commitment to professional growth and development. The candidate also displays appropriate code of conduct including dress and language.

Marginal performance is evidenced by the candidate’s inability to demonstrate commitment to professional growth and development. The candidate does not display appropriate code of conduct including dress, language and respectful behavior.

Theme: Urban/Rural Education

<table>
<thead>
<tr>
<th>Urban/Rural Education</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Rating</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rating and artifacts are for the total area of urban and rural education.</td>
<td>Skill:</td>
<td>PEU-CF-6.1</td>
<td>PEU-CF-6.2</td>
<td>PEU-CF-6.4</td>
<td></td>
<td>Shadowing Logs Article Reviews Site Visit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exemplary performance is evidenced by the candidate being able to work in school settings with varied levels of resources, that focus on</td>
<td>Marginal performance is evidenced by the candidate being able to work in school settings with varied levels of resources, that focus on</td>
<td>Unacceptable performance is evidenced by the candidate’s inability to work in school settings</td>
<td>4 range</td>
<td>4 = 100%</td>
</tr>
<tr>
<td>Disposition: PEU-CF-6.2</td>
<td>Exemplary performance is evidenced by the candidate being able to work in school settings that focus on the rural/urban context with opportunities and challenges that these environments provide. The candidate also understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes.</td>
<td>Acceptable performance is evidenced by the candidate being able to work in school settings that focus on the rural/urban context with opportunities and challenges that these environments provide. The candidate also understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes.</td>
<td>Marginal performance candidate being able to work in school settings that focus on the rural/urban context with opportunities and challenges that these environments provide. The candidate also understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes.</td>
<td>Unacceptable performance is evidenced by the candidate not being able to work in school settings that focus on the rural/urban context with opportunities and challenges that these environments provide. The candidate does not understand the importance of setting up effective learning environments nor have the techniques and strategies to use to do so including some that provide opportunities for student input into the processes.</td>
<td>Professional Meetings</td>
<td></td>
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</tbody>
</table>
candidate also understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills. | that provide opportunities for student input into the processes or understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills. | student input into the processes. The candidate does not understand that she/he will need a variety of techniques and work to increase his/her knowledge and skills. |  

| Knowledge: PEU-CF-6.3 | Exemplary performance is evidenced by the candidate’s knowledge of the plight of both rural and urban students and how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning. | Acceptable performance is evidenced by the candidate’s knowledge of the plight of both rural and urban students and how factors in the students' environment outside of school (e.g. family circumstances, community environments, health or economic conditions) may influence students' life and learning. | Marginal performance is evidenced by the candidate’s knowledge of the plight of both rural and urban students and how factors in the students' environment outside of school (e.g. family circumstances) may influence students' life and learning. | Unacceptable performance is evidenced by the candidate’s inability to know the plight of both rural and urban students and how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning. |

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The Fall 2008 group demonstrated proficiency in Diversity, Technology, Values, Critical Thinking, Professionalism, and Urban/Rural Education as shown by the ratings and quality of the artifacts done. Thus, it was shown through the internship that the professors had provided the needed competencies and research to enable putting into practice in school settings research and practical knowledge as a potential school leader (administrators/Principals/Assistant Principals, etc.).