

## **Practicum Evaluation - Description and Directions:**

**Purpose:** The Practicum Rubric provides a common assessment instrument for host teachers, in collaboration with program faculty, to evaluate teacher candidates' performance during the practicum experience that precedes Internship I. The rubric addresses four domains—planning, instruction, environment, and professionalism—and evaluates candidates' ability to apply the knowledge and skills developed through both Education Core (EDCO) and program-specific methods coursework. While practicum experiences occur in different methods courses across the EPP's certification programs, the common rubric and performance expectations ensure that all candidates demonstrate consistent competencies for readiness to enter Internship I. The rubric serves as a summative assessment by providing feedback for continued professional growth while documenting candidates' successful demonstration of the competencies required for program progression.

### **Directions for the host teacher (all courses):**

1- To begin scoring, click on "View Rubric Details" in the right panel to expand the rubric. Please disregard the points affixed to this rubric, as they do not reflect the points in the course syllabus.

2- Please read the scoring criteria and choose the description/performance level that most accurately describes the candidate.

At this stage of the preparation program, Meets Expectations represents the expected level of candidate performance. The evaluation is based on the candidate's performance throughout the practicum experience, reflecting growth, consistency, professionalism, and application of feedback over time. Typically, only 8–10% of candidates demonstrate performance that warrants an Exceeds Expectations rating. Host teachers are encouraged to provide comments describing the specific behaviors that support an Exceeds Expectations rating. Regardless of performance level, candidates continue to reflect on their practice, set professional growth goals, and receive guidance as they prepare for Internship I.

For candidates that perform Below Expectations on any competency of the rubric, host teachers must add evidence. Please provide a brief description of a specific incident or concern that occurred and offer suggestions for growth (practices to improve and demonstrate competency in future work environments). These candidates will need significant, ongoing, and targeted support and direction to develop the necessary skills to succeed as an educator. When there is a specific incident or concern, please contact the course instructor and school liaison as soon as possible so that we may address the concern and provide strategies and space for candidate growth.

3- Your feedback is very important to promote growth and foster reflection. You can include evidence in the comment box beneath the specific competency.

4- When scoring and comments are complete, click SAVE.

| Domain                                                                                                                                                                                                                                                                                                                        | <b>Exceeds Expectations</b><br>(This level is typically characteristic of the top 8-10% of candidates; please include evidence in the “add” comment option if your candidate is displaying these actions.)                                                   | <b>Meets Expectations</b><br>(If appropriate, short notes in the “add” comment option provide candidates details on what they are doing well and areas in which to improve.)               | <b>Below Expectations</b><br>(Please include evidence in the “add” comment option if your candidate is displaying these actions so we can identify specific requirements for growth.)                                                 |
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| <b>Short-Range Planning</b>                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                              |                                                                                                                                                                                            |                                                                                                                                                                                                                                       |
| 1.1 Teacher candidate plans developmentally appropriate standards-based lessons in accordance with the requirements of the discipline.<br><br>InTASC 4, 7; CAEP R1.2<br>SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)<br>LADDER: Fairness, Inspirational Influence, Knowledge | Lesson plans include measurable objectives and developmentally appropriate instructional strategies that are aligned with the objectives, and provide some <b>differentiation for individual learners</b> . These plans meet expectations of the discipline. | Lesson plans include measurable objectives and developmentally appropriate instructional strategies that are aligned with the objectives. These plans meet expectations of the discipline. | Lesson plan objectives lack measurability. Some instructional strategies included in the lessons do not meet any identified objectives or are developmentally inappropriate. Lesson plans do not meet expectations of the discipline. |
| 1.2 Teacher candidate designs, selects, or modifies assessments aligned with lesson objectives.<br><br>InTASC 6, 7; CAEP R1.3<br>SCTS 4.0 – Planning (Instructional Plans; Assessment)<br>LADDER: Learning, Yield                                                                                                             | Lesson plans include assessments of P-12 learning that are <b>meaningful</b> , align with lesson objectives, and occur at least once during the lesson.                                                                                                      | Lesson plans include assessments of P-12 learning that align with lesson objectives and occur at least once during the lesson.                                                             | Assessments do not align with lesson objectives, or TC does not identify assessments.                                                                                                                                                 |

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| <p>1.3 Teacher candidate plans to assess prior learning.</p> <p>InTASC 6, 7; CAEP R1.3<br/>SCTS 4.0 – Planning (Instructional Plans; Assessment)<br/>LADDER: Judgment, Yield</p> | <p>TC plans to use information on student performance derived from pre-testing or student records to determine lesson objectives <b>and</b> instructional strategies.</p> | <p>TC plans to use information on student performance derived from pre-testing or student records to determine lesson objectives or instructional strategies.</p> | <p>TC plans without information on student performance derived from pre-testing or student records to determine lesson objectives or instructional strategies.</p> |
| <b>Instruction (Implemented or Observed)</b>                                                                                                                                     |                                                                                                                                                                           |                                                                                                                                                                   |                                                                                                                                                                    |
| <p>2.1 TC demonstrates/explains how the teacher effectively communicates expectations to learners.</p>                                                                           | <p>TC explains how the teacher <b>makes connections to prior knowledge</b>, tells students what they will know and be able to do by the end of the lesson, and</p>        | <p>TC explains how the teacher effectively communicates expectations to learners.</p>                                                                             | <p>TC does not explain how the teacher effectively communicates expectations to learners.</p>                                                                      |

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| InTASC 7; CAEP R1.3<br>SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)<br>LADDER: Communication                                                                                                                                                | <b>explains the purpose and relevance of the lesson.</b>                                                                                                                                                                                            |                                                                                                                                                                      |                                                                                                                                                                                  |
| 2.2 Teacher candidate identifies instructional feedback to students pertaining to stated outcomes.<br><br>InTASC 6, CAEP R1.3<br>SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)<br>LADDER: Learning, Yield                                                                           | TC <b>consistently</b> identifies both descriptive praise and corrective instruction feedback to students on their lesson performance.                                                                                                              | Teacher candidate identifies instructional feedback to students pertaining to stated outcomes.                                                                       | TC identifies general and motivational feedback unrelated to lesson objectives (e.g., “Good job.”) or provides corrective feedback in a negative manner (e.g. “That was wrong”). |
| 2.3 TC uses/analyzes appropriate voice tone and pacing for managing instruction/environment effectively.<br><br>InTASC 3, CAEP R1.3<br>SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)<br>LADDER: Open Orientation, Zeal                                       | TC implements or analyzes effective teaching and communication skills such as varying voice inflection and tone and using body language that encourages student interaction.                                                                        | TC indicates how appropriate voice tone and pacing are used to manage instruction/environment effectively.                                                           | TC indicates how appropriate voice tone <b>or</b> pacing is used to manage instruction/environment effectively.                                                                  |
| 2.4 Teacher candidate integrates/evaluates strategies that address the needs of students from diverse cultural and/or linguistic backgrounds.<br><br>InTASC 2; CAEP R1.2<br>SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)<br>LADDER: Knowledge, Universal Understanding | TC considers the needs of students from diverse cultural and/or linguistic backgrounds (ELL) by <b>integrating/evaluating strategies such as</b> providing examples from <b>specific</b> cultures or using multiple methods for presenting content. | TC recognizes diverse learner needs and describes general strategies for addressing the needs of students from diverse cultural and/or linguistic backgrounds (ELL). | TC describes a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and/or linguistic backgrounds.                                   |
| <b>Environment (Implemented or Observed)</b>                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                     |                                                                                                                                                                      |                                                                                                                                                                                  |
| 3.1 Teacher candidate implements/analyzes strategies that promote a caring, fair, and inclusive educational environment.<br><br>InTASC 2 CAEP R1.1                                                                                                                                                    | TC implements/analyzes specific strategies that promote a caring, fair, and inclusive educational environment. TC provides examples of how the teacher (or self) responds, or could respond, <b>positively</b> to learner                           | TC analyzes general strategies that promote a caring, fair, and inclusive educational environment.                                                                   | TC analyzes strategies that promote a caring, fair, <b>or</b> inclusive educational environment.                                                                                 |

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| SCTS 4.0 – Environment (Respectful Culture)<br>LADDER: Fairness, Inspirational Influence,<br>Open Orientation, Universal Understanding                                                                                                                                                                                              | difficulties, concerns, and/or questions<br>without bias towards gender, ethnicity,<br>exceptionality, sexual orientation, or<br>socio-economic status.                                 |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                          |
| 3.2 Teacher candidate implements/analyzes<br>instructional routines and transitions<br>between activities or events that are<br>efficient and orderly<br><br>InTASC 3, CAEP R1.3<br>SCTS 4.0 – Instruction (Activities and<br>Materials) Environment (Expectations;<br>Managing Student Behavior)<br>LADDER: Open Orientation, Zeal | TC implements/analyzes procedures for<br>managing instructional and non-<br>instructional routines (e.g., bathroom<br>breaks, sharpening pencils, turning in<br>work), and transitions. | TC analyzes procedures for managing<br>instructional routines and transitions.                                                                                                                                                                                                             | TC analyzes procedures for managing<br>instructional <b>or</b> transitions.                                                                                                                                                              |
| <b>Professionalism</b>                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                          |
| *4.1 Teacher candidate maintains<br>professional relationships.<br><br>InTASC 10, CAEP R1.4<br>LADDER: Relationships                                                                                                                                                                                                                | TC not only conducts self in a<br>professional manner, <b>but, also, takes<br/>initiative to establish positive<br/>relationships.</b>                                                  | TC conducts self in a professional<br>manner.                                                                                                                                                                                                                                              | TC exhibits unprofessional behaviors that damage<br>relationships.                                                                                                                                                                       |
| 4.2 Teacher candidate utilizes standard<br>English in verbal and written<br>communications.<br><br>CAEP R1.4<br>LADDER: Communication                                                                                                                                                                                               | In addition to using standard English, TC<br><b>adjusts verbal and written<br/>communication for the audience.</b> TC<br>uses academic vocabulary.                                      | TC uses standard English in verbal and<br>written communication. TC uses<br>academic vocabulary.                                                                                                                                                                                           | TC verbal and/or written communication contains<br>errors in standard usage.                                                                                                                                                             |
| *4.3 Teacher candidate recognizes the<br>university and school/district rules,<br><i>Standards of Conduct for South Carolina<br/>Educators</i> , and FERPA requirements and<br>determines appropriate responses when<br>faced with legal issues with children.<br><br>InTASC 9, CAEP R1.4<br>LADDER: Judgment, Navigating, Trusting | TC describes how to <b>act as an advocate</b> ,<br>when appropriate, when faced with<br>legal issues with children.                                                                     | TC recognizes to school/district rules as<br>well as the <i>Standards of Conduct for<br/>South Carolina Educators</i> . The TC<br>observes confidentiality of student<br>information (FERPA). The TC<br>determines appropriate responses<br>when faced with legal issues with<br>children. | TC does not explain the school/district rules,<br><i>Standards of Conduct for South Carolina<br/>Educators</i> , or FERPA requirements, and/or the<br>TC's determined responses to legal issues involves<br>harm to the children served. |

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| <p>4.4 Teacher candidate is receptive to constructive criticism.</p> <p>InTASC 9, CAEP R1.4</p> <p>SCTS 4.0 – Professionalism (Growing and Developing Professionally)</p> <p>LADDER: Direction, Emotional Equilibrium, Learning, Hearing, Stamina</p> | <p>TC <b>seeks feedback without prompting</b> and receives constructive criticism in a mature manner. <b>Changes in behavior demonstrate feedback has been incorporated.</b></p>                                    | <p>TC is receptive to constructive criticism and often incorporates appropriate feedback from others (e.g., planning, instruction, assessment, management, communication, and/or dispositions).</p> | <p>TC is argumentative, oppositional, or defensive when receiving constructive feedback. TC makes no attempt to incorporate appropriate feedback from others (e.g., planning, instruction, assessment, management, communication, and/or dispositions).</p> |
| <p>4.5 Teacher candidate reflects upon professional practice (self and others).</p> <p>InTASC 9 CAEP R1.4</p> <p>SCTS 4.0 – Professionalism (Reflecting on Teaching)</p> <p>LADDER: Emotional Equilibrium, Learning, Quality</p>                      | <p>TC's reflections includes descriptions of student behavior and setting events with thoughtful <b>analysis</b> and <b>detailed explanations of strategies</b> for improving instruction and student learning.</p> | <p>TC's reflections include descriptions of student behavior and setting events with analysis and suggestions to improve instruction and student learning.</p>                                      | <p>TC's reflections include general statements not supported by specific examples or analysis of those examples and plans for change are not included.</p>                                                                                                  |

(\*) Must score at least "Meets Expectations" on these items to successfully pass the Practicum evaluation.