03.01.24

Richard W. Riley College of Education, Sport, and Human Sciences, Winthrop University
ELEMENTARY EDUCATION <u>INTERNSHIP II</u> EVALUATION REPORT

Teacher Candidate Name:		WU ID#:		
School:		Grade:	Date:	
Mentor Teacher Name:		University Supervisor Name:		

OBSERVATIONS	Lesson Content/Topic	Date
University Supervisor		
Mentor Teacher		
Site-Based Observer		

EVALUATION OUTCOMES	Below Expectations	Meets Expectations	Exceeds Expectations
Short Range Planning			
Instruction			
Environment			
Professionalism			
Art Education			

A teacher candidate must score a "Meets Expectations" rating or above in each performance domain to be scored as **Satisfactory**.

The teacher candidate is ☐ **Unsatisfactory** ☐ **Satisfactory**

With my signature below, I attest to attending an introductory meeting, participating in the midterm/final [circle one] *evaluation conference, and agreeing with the data/ratings presented in the report.*

_____   _____   _____

Teacher Candidate   Mentor Teacher   University Supervisor

Directions: Please refer to the **Elementary Education Internship II Evaluation Scoring Rubric** when completing this form. The rubric provides detailed descriptions for teacher candidates at each of the following levels: **EE**= "Exceeds Expectations," **ME**= "Meets Expectations," and **BE**= "Below Expectations." **NO =** "No Opportunity" (*NA in the SL&L system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. Provide rating explanations under "Supporting Documentation and Evidence".

Domain 1: SHORT-RANGE PLANNING	BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
1.1 TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards. InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)	Lesson plans or objectives do not meet expectations of the discipline in one of more of the following ways: Lesson plans or objectives do not align with unit goals or standards and/or learning experiences are out of alignment with objectives or do not ensure student engagement	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measureable, appropriately challenging, and align with the standards.	Lesson plans are **consistently** aligned with long-range goals. Learning experiences are designed to achieve stated objectives and to **maximize** student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, rigorous, and align with the standards.		
1.2 TC designs, selects, or modifies multiple methods of assessments that are aligned with lesson objectives. InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	Assessments do not align with lesson objectives, or no assessments are identified. Accommodations are not planned or are inappropriate.	Informal or formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson. Plans appropriate assessment accommodations to meet individual learner needs.	Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives **and cognitive task**, and occur at various points during the lesson. **Assessments include verbal and/or written directions, models, prompts, etc. that clearly define learner expectations**. Plans appropriate assessment accommodations to meet individual learner needs.		
1.3 TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning.	TC does not gather or examine student performance data or does not use data	TC gathers and uses learner performance data from multiple assessments to modify	TC gathers and uses **a variety** of learner performance data from multiple assessments to		

	InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	appropriately in the planning process.	or determine lesson objectives and instructional plans.	modify or determine lesson objectives **and** to modify instructional plans.		
1.4	TC plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression. InTASC 5; CAEP 1.5 SCTS 4.0- Instruction (Motivating Students; Activities and Materials)	TC plans lessons without including appropriate resources for learner use of digital tools to support problem solving or creative thought.	TC plans for safe and appropriate learner use of tools providing opportunities for problem solving, conducting research, and/or creative expression.	TC plans for safe and appropriate learner use of current and emerging digital tools providing **multiple** opportunities for problem solving, conducting research, **and** creative expression.		
1.5	TC plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs. InTASC 1, 7 CAEP 1.4 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Planning (Instructional Plans)	Lesson plans are developmentally appropriate but do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.	Lesson plans are developmentally appropriate and include differentiation of teaching procedures/pacing to address specific, diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.	Lesson plans are developmentally appropriate, and include differentiation of **learning objectives**, teaching procedures/pacing, and/or **assessment methods** to address individual learning needs. Differentiation is based on **formal and informal assessment information**, IEPs, and/or 504 plans, as applicable.		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **short-range planning**			

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Describe at least one **short-range planning** strength:	
List at least one **short-range planning** goal:	

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Domain 2: INSTRUCTION		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
2.1	TC effectively communicates appropriately challenging expectations to learners. CAEP 1.4 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)	TC does not communicate expectations for what learners will know and be able to by the end of the lesson (or lesson series) and/or does not explain the purpose and relevance of the lesson content.	TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the content.	TC **makes connections to prior knowledge** and communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the lesson content.		
2.2	TC helps learners assume responsibility for their own learning. SCTS 4.0 – Instruction (Activities and Materials)	TC takes full responsibility for setting learner goals, keeping learners on task, and evaluating their performance *without* facilitating the development of learner self-management strategies.	TC facilitates learner self-management (goal setting, task persistence, and self-reflection/evaluation).	TC facilitates learners' ability to **problem-solve when difficulties arise**, set goals, persist in independent task completion, and reflect on their learning.		
2.3	TC differentiates instruction to meet the needs of diverse learners. CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)	TC uses a "one size fits all" approach to delivering instruction and assessing student performance.	To meet the needs of diverse learners, TC uses a variety of specific strategies for presenting content and engaging learners.	To meet the needs of diverse learners, the **TC differentiates what students are learning (content), how students are learning (engagement), and/or how students demonstrate understanding (assessment)**.		
2.4	TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.	TC's presentation of content has misinformation and lacks clarity, and/or TC is unable to effectively address learner questions	TC's presentation of content is clear, precise, and accurate. The TC uses content knowledge to field questions, make	TC's presentation of content is clear, precise, accurate, and relevant to learners. TC uses content knowledge to field questions, address		

	InTASC 4; CAEP 1.3; SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students)	or misunderstandings related to content.	connections, and address misconceptions.	misconceptions, **and** **provide relevant examples** **to clarify answers.**		
2.5	TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences. SCTS 4.0 – Instruction (Standards and Objectives; Teacher Content Knowledge; Student Work)	TC implements instruction in isolation with no reference or acknowledgment of prior learning. No attempt to teach for transfer of concepts or knowledge previous learned or related to current instruction.	TC uses prior learning to build on learner's content knowledge and to scaffold the learning experience. TC teaches for transfer by connecting familiar concepts to new instruction.	TC uses prior learning to scaffold the learning experiences, teaches for transfer by connecting familiar concepts to new instruction, **and challenges** **learners to apply prior** **learning or experiences to** **new instruction.**		
2.6	TC measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria. InTASC 6 SCTS 4.0 – Instruction (Standards and Objectives)	TC does not establish performance criteria for formative assessment or does not assess during instruction.	TC uses multiple formative assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. In addition, candidate provides opportunities for individual learners to self-check during the lesson.	TC uses a **variety** of formative assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. **In** **addition, candidate** **provides opportunities for** **individual learners to self-** **check during the lesson.**		
2.7	TC effectively uses summative assessment strategies to determine mastery of learning and	TC relies on formative assessments alone to monitor and report student progress.	TC effectively uses summative assessment (culminating measurement) strategies to determine student	TC effectively uses summative assessment (culminating measurement) strategies to determine student		

	communicates results to students. InTASC 6; CAEP 1.2 SCTS 4.0 – Instruction (Standards and Objectives)		mastery and communicates results to students.	mastery and communicate results to students **including future steps for support or enrichment.**		
2.8	TC implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking. InTASC 6, 8 SCTS 4.0 – Instruction (Questioning; Thinking)	TC generally utilizes only one question type and alignment with lesson objectives is inconsistent. Response opportunity is limited to specific learners or learner groups.	TC regularly uses more than one question type to solicit various levels of thinking. Questions align with lesson objectives. Wait time is provided with equal response opportunity for most learners.	TC uses **a balanced mix** of question types that solicit various levels of thinking and align with lesson objectives. Wait time is provided with equal response opportunity for **all** learners.		
2.9	TC provides specific and timely instructional feedback to students pertaining to stated outcomes. InTASC 6 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)	TC provides general and motivational feedback unrelated to lesson objectives. For example, student is told that it was better without TC identifying why it was better.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on **either** class-wide or individual responses.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on **both** class wide **and** individual responses.		
2.10	TC facilitates safe and appropriate *learner use* of digital tools for problem solving, conducting research, and creative expression. CAEP 1.5 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Thinking; Problem Solving; Student Work)	Digital tools are not used to support student learning or are used in an inappropriate/unsafe manner.	TC facilitates safe and appropriate learner use of current and emerging digital tools, providing opportunities for problem solving, conducting research, **or** creative expression.	TC facilitates safe and appropriate learner use of digital tools providing opportunities for problem solving, conducting research, **and** creative expression.		
2.11	TC uses appropriate voice tone, inflection, pacing, and	TC consistently exhibits one or more of the	TC demonstrates effective teaching and	TC demonstrates effective and **strategic** teaching and		

	nonverbal communication to manage instruction/environment effectively. SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)	following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).	communication skills by varying voice inflection and tone, changing the pacing/sequence of the presentation, and using body language that encourages student engagement.	communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. **In addition, TC moves throughout the space to maintain eye contact with students.**		
2.12	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds. CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)	TC exhibits a "one size fits all" approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds.	TC uses strategies that address the needs of individual learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture.	TC skillfully addresses cultural differences in **creative and varied ways**. If English learners are in the classroom, a variety of individual accommodations and modifications are made in **content, instruction, and assessment**.		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **instruction**			

Describe at least one **instruction** strength:	
List at least one **instruction** goal:	

Domain 3: ENVIRONMENT		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
3.1	TC creates and maintains a safe educational environment that is conducive to learning. SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment)	TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.	TC follows safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.	TC **develops and implements** safety procedures to promote learning, avoid distractions, and ensure safe use of materials.		
3.2	TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures. InTASC 2 SCTS 4.0 – Environment (Respectful Culture)	Responds with bias toward learners who differ by gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC tolerates bullying and/or disrespectful peer interactions.	TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC works to establish a bully-free environment and foster interactions which exhibit awareness of students' background and culture and are free from unhealthy conflict, sarcasm, and put-downs.	TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. The TC **implements proactive measures** which acknowledge and celebrate **ALL** students' background and culture. **TC holds students accountable for respecting** peer diversity and **maintaining** a bully-free environment; ensuring all interactions are free from unhealthy conflict, sarcasm, and put-downs.		
3.3	TC creates environments that promote positive social interaction and collaboration in the learning environment. InTASC 3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment	TC solely focuses on learners working independently of one another. Attempts to use cooperative learning are ineffective and lack structure.	TC structures instructional and non-instructional routines and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and collaborative learning.	TC structures instructional and non-instructional routines and activities to support positive social interactions, productive teamwork, and collaborative learning. **TC deliberately structures group composition, assigns specific roles, and**		

	(Environment; Respectful Culture)			**promotes group autonomy**.	
3.4	TC implements proactive classroom management strategies that promote positive behaviors and active engagement. InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)	TC implements ineffective, reactive classroom management strategies resulting in persistent problem behavior.	TC develops and implements strategies for setting behavioral, social, and academic expectations for active engagement. TC positively reinforces learners who meet those expectations and positively redirects learner behavior as needed.	In addition to meeting acceptable expectations, the TC **is able to adjust classroom management strategies during instruction and/or address the needs of individual learners.**	

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **environment**			

Describe at least one **environment** strength:	
List at least one **environment** goal:	

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Domain 4: PROFESSIONALISM		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
4.1	TC collaborates with caregivers and school professionals to enhance student learning. InTASC 10, 3 SCTS 4.0 – Professionalism (School Responsibilities)	TC does not collaborate with caregivers and professionals or does so inappropriately.	TC collaborates and communicates appropriately with caregivers and school professionals (i.e. colleagues, administrators, and other student-oriented professionals) to enhance student learning and development. TC is an effective co-teacher.	TC collaborates appropriately w with professionals **within and outside of the school community** to enhance student learning and development. TC is an effective co-teacher in both the **lead and/or supporting role**.		
4.2	TC maintains professional relationships with school personnel and students. InTASC 10	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.	TC not only conducts self in a professional manner in and away from the school environment, **but takes initiative to establish relationships with school personne**l (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students.		
4.3	TC is a participant in school initiatives and supports school-related organizations and activities. SCTS 4.0 – Professionalism (Reflecting on Teaching; Community Involvement)	TC does not regularly attend nor participate in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC does not actively support school-related organizations, such as PTA and school improvement council.	TC regularly attends and participates in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council.	TC **actively contributes** to departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council. TC actively supports extracurricular activities that contribute to the		

				overall learning and development of students (i.e. clubs, student council, athletics, and cultural/artistic events).	
4.4	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.	TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.	TC's verbal communication is appropriate for students, caregivers, and professionals and reflects standard English conventions.	TC's verbal communication **integrates professional vocabulary** which is appropriate for students, caregivers, and professionals and reflects standard English conventions.	
4.5	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.	TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., errors in writing mechanics and/or sentence structure,).	TC's external written communication is appropriate for students, caregivers, and professionals and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure).	TC's external written communication **is clear and ongoing,** appropriate for varied audiences, **occurs through various platforms** (website, email, notes, newsletters, etc.) and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure) with **expert use of professional language.**	
4.6	TC adheres to the university and school/district rules, *Standards of Conduct for South Carolina Educators,* and FERPA requirements and acts appropriately when faced with legal issues with children.* InTASC 9	TC violates one or more of the school/district rules, *Standards of Conduct for South Carolina Educators,* or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.	TC's conduct conforms to school/district rules as well as the *Standards of Conduct for South Carolina Educators.* The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues	TC meets all requirements at the acceptable level and **demonstrates an advocacy position** when discussing or acting upon legal issues related to students.	

			facing the children he/she serves.			
4.7	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management). SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally)	TC is not prepared to teach each day. Lesson plans may be missing or incomplete; 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 and initiative negatively impacts student learning opportunities.	TC comes to the classroom prepared for each day. TC organizes materials, lesson plans, and activities prior to implementation. Plans are discussed with the mentor teacher in advance.	TC is **consistently prepared** to teach each day and **displays a high degree of organization, creativity, and initiative**. Plans are discussed with the mentor teacher in advance.		
4.8	TC is receptive to and incorporates professional learning and constructive feedback from school and university professionals. SCTS 4.0 – Professionalism (Growing and Developing Professionally)	TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC is receptive to professional learning opportunities and constructive feedback. TC incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC **seeks professional learning opportunities and constructive feedback.** TC receives feedback in a mature manner and appropriately incorporates suggestions for change.		
4.9	TC uses self-reflection to evaluate and improve professional practice. InTASC 9 SCTS 4.0 – Professionalism (Reflecting on Teaching)	TC's reflections include general statements not supported by specific examples and plans for change are not included.	TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning.	TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include **detailed explanations of**		

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				strategies that will be used to improve instruction and student learning.	

** A *Below Expectations* rating on this item may result in failure for the internship.

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **professionalism**			

Describe at least one **professionalism** strength:	
List at least one **professionalism** goal:	

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Domain 5: ELEMENTARY Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	TC uses an integrated approach to include content from other disciplines. **ELEM CAEP 3.c** InTASC 4 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials)	TC does not use an integrated approach content teaching and learning.	An integrated approach is incorporated in content teaching and learning.	TC consistently uses an integrated approach to include content from other disciplines.		
5.2	**Science:** TC demonstrates and applies understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science. **ELEM CAEP 2.c** InTASC 4 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials)	TC does not demonstrate and apply understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.	TC demonstrates and applies understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.	TC consistently demonstrates and applies understandings and integration of the three dimensions of science and engineering practices, cross-cutting concepts, and major disciplinary core ideas, within the major content areas of science.		
5.3	**Mathematics:** TC demonstrates and applies understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains. **ELEM CAEP 2.b** InTASC 4 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials)	TC does not demonstrate and apply understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.	TC demonstrates and applies understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.	TC consistently demonstrates and applies understandings of major mathematics concepts, algorithms, procedures, applications and mathematical practices in varied contexts, and connections within and among mathematical domains.		

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5.4	**Social Studies:** TC demonstrates understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry. **ELEM CAEP 2.d** InTASC 4 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials)	TC does not demonstrate understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.	TC demonstrates understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.	TC consistently demonstrates understandings, capabilities, and practices associated with the central concepts and tools in Civics, Economics, Geography, and History, within a framework of informed inquiry.		
5.5	**Reading, Writing, and Oral Language**: TC demonstrates and applies the elements of literacy critical for purposeful oral, print, or digital communication. **ELEM CAEP 2.a** InTASC 4 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials)	TC does not demonstrate and apply the elements of literacy critical for purposeful oral, print, or digital communication.	TC demonstrates and applies the elements of literacy critical for purposeful oral, print, or digital communication.	TC consistently demonstrates and applies the elements of literacy critical for purposeful oral, print, or digital communication.		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **elementary education**			

Describe at least one **elementary education** strength:	
List at least one **elementary education** goal:	