07.31.18

Richard W. Riley College of Education, Winthrop University
ENGLISH 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			
English 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

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Directions: Please refer to the **English Education** <u>Internship II</u> **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 LiveText 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. NCTE/CAEP 3.1. 3.3, 4.1, 5.1					
1.2	TC designs, selects, or modifies multiple assessments that are aligned with lesson objectives. NCTE/CAEP 3.2, 3.4, 4.2					
1.3	TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning. NCTE/CAEP 3.4, 4.2, 5.2, 5.3					
1.4	TC plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression. NCTE/CAEP 2.1, 3.1, 4.1, 5.4					
1.5	TC plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs. NCTE/CAEP 3.1, 3.3, 3.4, 4.4, 4.2, 4.3, 4.4, 5.3, 5.4					

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

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. NCTE/CAEP 5.2, 5.3					
2.2	TC helps learners assume responsibility for their own learning. NCTE/CAEP 5.3					
2.3	TC differentiates instruction to meet the needs of diverse learners. NCTE/CAEP 5.2, 5.3, 6.2					
2.4	TC demonstrates a thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content. NCTE/CAEP 1.1, 1.2, 2.1, 2.2, 2.3					
2.5	TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences. NCTE/CAEP 5.2					
2.6	TC measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria. NCTE/CAEP 3.2, 4.2, 5.3					
2.7	TC effectively uses summative assessment strategies to determine mastery of learning and communicates results to students. NCTE/CAEP 3.2, 4.2, 5.3					
2.8	TC implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking.					
2.9	TC provides specific and timely instructional feedback to students pertaining to stated outcomes. NCTE/CAEP 4.2, 5.3					
2.10	TC facilitates safe and appropriate *learner use* of digital tools for problem solving, conducting research, and creative expression. NCTE/CAEP 1.2, 2.1, 3.1, 4.1, 5.4, 6.1					
2.11	TC uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction/environment effectively.					
2.12	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds. NCTE/CAEP 3.1, 5.1, 5.2, 6.1, 6.2					

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

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

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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.					
3.2	TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures. NCTE/CAEP 3.1, 6.1, 6.2, 7.1					
3.3	TC creates environments that promote positive social interaction and collaboration in the learning environment. NCTE/CAEP 3.3, 4.1					
3.4	TC implements proactive classroom management strategies that promote positive behaviors and active engagement.					

	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. NCTE/CAEP 2.1, 2.2, 7.1, 7.2					
4.2	TC maintains professional relationships with school personnel and students. NCTE/CAEP 7.2					
4.3	TC is a participant in school initiatives and supports school-related organizations and activities. NCTE/CAEP 7.2					
4.4	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English. NCTE/CAEP 2.2, 7.1					
4.5	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English. NCTE/CAEP 2.2, 7.1, 7.2					
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. ** NCTE/CAEP 7.1					
4.7	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management) NCTE/CAEP 7.1, 7.2					
4.8	TC is receptive to and incorporates professional learning and constructive feedback from school and university professionals. NCTE/CAEP 7.1, 7.2					
4.9	TC uses self-reflection to evaluate and improve professional practice. NCTE/CAEP 7.1, 7.2					

** 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: ENGLISH Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure. NCTE/CAEP 3.1					
5.2	Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. NCTE/CAEP 3.2					
5.3	Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies. NCTE/CAEP 3.3					
5.4	Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. NCTE/CAEP 3.4					
5.5	Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts. NCTE/CAEP 3.5					
5.6	Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. NCTE/CAEP 3.6					
5.7	Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. NCTE/CAEP 4.1					
5.8	Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student. NCTE/CAEP 4.2					
5.9	Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. NCTE/CAEP 4.3					

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Domain 5: ENGLISH Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.10	Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. NCTE/CAEP 4.4					
5.11	Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. NCTE/CAEP 5.4					
5.12	Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. NCTE/CAEP 6.1					
5.13	TC guides learners to use appropriate content-specific literacy strategies. NCTE/CAEP 1.2, 2.1, 3.1, 4.1, 5.4, 6.1					

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

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

Internship II Evaluation Rubric

DOMAIN 1: PLANNING				
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
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. NCTE/CAEP 3.1, 3.3, 4.1, 5.1 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. NCTE/CAEP 3.2, 3.4, 4.2 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. NCTE/CAEP 3.4, 4.2, 5.2, 5.3 InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	TC does not gather or examine student performance data or does not use data appropriately in the planning process.	TC gathers and uses learner performance data from multiple assessments to modify or determine lesson objectives and instructional plans.	TC gathers and uses **a variety** of learner performance data from multiple assessments to modify or determine lesson objectives **and** to modify instructional plans.

DOMAIN 1: PLANNING				
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
1.4	TC plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression. NCTE/CAEP 2.1, 3.1, 4.1, 5.4 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. NCTE/CAEP 3.1, 3.3, 3.4, 4.4, 4.2, 4.3, 4.4, 5.3, 5.4 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.

Domain 2: Instruction				
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
2.1	TC effectively communicates appropriately challenging expectations to learners. NCTE/CAEP 5.2, 5.3 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. NCTE/CAEP 5.3 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.

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Domain 2: Instruction			
	Below Expectations	**Meets Expectations**	**Exceeds Expectations**
2.3 TC differentiates instruction to meet the needs of diverse learners. NCTE/CAEP 5.2, 5.3, 6.2 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 - print and non-print texts, media texts, classic texts, contemporary texts, including young adult – that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; literary theories; how adolescents read (including media environments), composition of formal and informal texts (including contemporary technologies and/or digital media to compose multimodal discourse); conventions of English language; grammar; concept of dialects; principles of language acquisition; English language history; how adolescents compose texts – taught and appropriately addresses learner questions and misunderstandings related to the content. NCTE/CAEP 1.1, 1.2, 2.1, 2.2, 2.3 InTASC 4; CAEP 1.3; SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students)	TC's presentation of content has misinformation and lacks clarity, and/or TC is unable to effectively address learner questions or misunderstandings related to content.	TC's presentation of content is clear, precise, and accurate. The TC uses content knowledge to field questions, make connections, and address misconceptions.	TC's presentation of content is clear, precise, accurate, and relevant to learners. TC uses content knowledge to field questions, address misconceptions, **and provide relevant examples to clarify answers.**

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Domain 2: Instruction			
	Below Expectations	**Meets Expectations**	**Exceeds Expectations**
2.5	TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences. NCTE/CAEP 5.2 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. NCTE/CAEP 3.2, 4.2, 5.3 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 communicates results to students. NCTE/CAEP 3.2, 4.2, 5.3 InTASC 6; CAEP 1.2 SCTS 4.0 – Instruction (Standards and Objectives)	TC relies on formative assessments alone to monitor and report student progress.	TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicates results to students.	TC effectively uses summative assessment (culminating measurement) strategies to determine student 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.

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		Below Expectations	Meets Expectations	Exceeds Expectations
	Domain 2: Instruction			
2.9	TC provides specific and timely instructional feedback to students pertaining to stated outcomes. NCTE/CAEP 4.2, 5.3 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. NCTE/CAEP 1.2, 2.1, 3.1, 4.1, 5.4, 6.1 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 nonverbal communication to manage instruction/environment effectively. SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)	TC consistently exhibits one or more of the 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).	TC demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing/sequence of the presentation, and using body language that encourages student engagement.	TC demonstrates effective and **strategic** teaching and 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.**

Domain 2: Instruction			
	Below Expectations	**Meets Expectations**	**Exceeds Expectations**
2.12	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds - local, national, and international histories, individual identities (e.g. race, ethnicity, gender expressions, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and language/dialects. NCTE/CAEP 3.1, 5.1, 5.2, 6.1, 6.2 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**.

DOMAIN 3: ENVIRONMENT			
	Below Expectations	**Meets Expectations**	Exceeds Expectations
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. NCTE/CAEP 3.1, 6.1, 6.2, 7.1 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.

DOMAIN 3: ENVIRONMENT			
	Below Expectations	**Meets Expectations**	Exceeds Expectations
3.3 TC creates environments that promote positive social interaction and collaboration in the learning environment. NCTE/CAEP 3.3, 4.1 InTASC 3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture)	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 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.**

DOMAIN 4: PROFESSIONALISM			
	Below Expectations	**Meets Expectations**	**Exceeds Expectations**
4.1 TC collaborates with caregivers and school professionals to enhance student learning. NCTE/CAEP 2.1, 2.2, 7.1, 7.2 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**.

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	DOMAIN 4: PROFESSIONALISM			
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
4.2	TC maintains professional relationships with school personnel and students. NCTE/CAEP 7.2 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. NCTE/CAEP 7.2 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. NCTE/CAEP 2.2, 7.1	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. NCTE/CAEP 2.2, 7.1, 7.2	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.**

DOMAIN 4: PROFESSIONALISM			
	Below Expectations	**Meets Expectations**	**Exceeds Expectations**
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.* NCTE/CAEP 7.1 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 facing the children he/she serves.	TC meets all requirements at the acceptable level and **demonstrates an advocacy position** when discussing or acting upon legal issues related to students.
4.7	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management). NCTE/CAEP 7.1, 7.2 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. NCTE/CAEP 7.1, 7.2 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. NCTE/CAEP 7.1, 7.2 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 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.

07.31.18

DOMAIN 5: English Education			
	Below Expectations	**Meets Expectations**	**Exceeds Expectations**
5.1 TC uses his/her knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—**across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.** NCTE/CAEP 3.1	TC's plans are frequently lacking relevance to student learning and standards, **or** fail to use a **range of texts** as defined in this NCTE Standard, **or** fail to use instructional strategies that are motivating and accessible to **all** students as defined in this NCTE Standard.	TC's plans are standards-based, relevant, use a **range of texts** as defined in this NCTE Standard, and use instructional strategies that are motivating and accessible to **all** students as defined in this NCTE Standard. TC meets this standard well, but not consistently and not all at once.	TC's plans are **consistently** standards-based, relevant, use a **range of texts** as defined in this NCTE Standard, and use instructional strategies that are motivating and accessible to **all** students as defined in this NCTE Standard.
5.2 Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting. NCTE/CAEP 3.2	TC designs reading and literature assessments that do not indicate an understanding of learner development AND/OR address only two or fewer of the following interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.	TC designs a range of reading and literature assessments that facilitate learner development and address **MOST** of the following: interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.	TC designs a range of reading and literature assessments that facilitate learner development and address **ALL** of the following: interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
5.3 Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies. NCTE/CAEP 3.3	TC's plans **do not** reflect knowledge of current reading theory and research and utilize a one-size-fits all approach (only individual, only collaborative, little variety).	TC's plans reflect knowledge of current reading theory and research, utilize individual and collaborative approaches, and utilize a variety of reading strategies.	TC's plans **consistently** reflect knowledge of current reading theory and research, utilize individual and collaborative approaches, and utilize a variety of reading strategies.
5.4 Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes. NCTE/CAEP 3.4	TC does not use reading assessments to plan instruction.	TC uses reading assessments to inform instruction. Assessments provide TC data about student interests, or reading proficiencies, or reading processes.	TC uses reading assessments (designed and/or selected) to inform instruction. Assessments provide TC data about student interests, reading proficiencies, and reading processes.

DOMAIN 5: English Education			
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**

		Below Expectations	Meets Expectations	Exceeds Expectations
5.5	Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts. NCTE/CAEP 3.5	Plans **rarely** incorporate knowledge of language – structure, history, and conventions – to facilitate students' comprehension and interpretation of print and non-print texts. **Errors in language structure, history, or conventions noted.**	Plans **frequently** incorporate knowledge of language – structure, history, and conventions – to facilitate students' comprehension **or** interpretation of print **or** non-print texts.	Plans **consistently** incorporate knowledge of language – structure, history, and conventions – to facilitate students' comprehension and interpretation of print and non-print texts.
5.6	Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials. NCTE/CAEP 3.6	Lesson plans do not integrate or attempt interdisciplinary teaching methods and materials. Learning experiences do not meet expectations of disciplines involved in lesson.	Lesson plans, when appropriate, incorporate interdisciplinary teaching methods and materials. Cross-curricular learning experiences meet expectations of disciplines involved in lesson.	Lesson plans, when appropriate, **consistently** integrate cross-curricular experiences, incorporating interdisciplinary teaching methods and materials. Cross-curricular learning experiences meet the highest expectations of disciplines involved in lesson.
5.7	Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences. NCTE/CAEP 4.1	TC's use of writing in the classroom does not indicate an understanding of current research, theory, and best practice. TC uses only an individual approach, does not incorporate technologies, does not incorporate the writing process, **OR** does not indicate an understanding of writing in different genres or writing for a variety of audiences and purposes.	TC's plans composing experiences that demonstrate his/her knowledge of theory, research, and best practice. Composing experiences utilize individual and collaborative approaches and contemporary technologies. Composing experiences reflect and understanding of writing processes, writing in different genres, **OR** writing for a variety of audiences and purposes.	TC **consistently** plans standards-based and relevant composing experiences that demonstrate his/her knowledge of theory, research, and best practice. Composing experiences utilize individual and collaborative approaches, contemporary technologies, and reflect an understanding of writing processes and strategies in different genres for a variety of audiences and purposes.
5.8	Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students' ideas and encourage their growth as writers over time. NCTE/CAEP 4.2	TC's writing assessments are not consistent with current research and theory. TCs respond to student writing at only one stage in the process (either at invention, draft, or final draft) **OR** responses are focused on only one aspect of writing, such as grammar, **OR** responses are only critical, rather than a balance or criticism and praise.	TC's writing assessments are consistent with current research and theory. TCs respond to student writing across the process (at invention, draft, and final draft), engaging with student ideas and encouraging growth (balancing criticism with praise).	TC's assessments promote student development as writers, are appropriate to the writing task and are consistent with current research and theory. TC's respond to student writing across the process in ways that engage students' ideas and encourage their growth as writers.

DOMAIN 5: English Education			
		Below Expectations	Meets Expectations	Exceeds Expectations
5.9	Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities. NCTE/CAEP 4.3	Instruction with respect to language conventions is separate from the context of student writing (such as Daily Oral Language, rote grammar exercises, and SAT/ACT preparation exercises)	Instruction with respect to language conventions if within the context of students' writing.	Instruction with respect to language conventions is strategic and in the context of students' writing for different audiences, purposes, and modalities.
5.10	Candidates design instruction that incorporates students' home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. NCTE/CAEP 4.4	Instruction ignores students' home/community languages.	Instruction incorporates students' home/community languages to examine and appreciate language differences and rhetorical choices.	Instruction in writing and speaking incorporate students' home/community languages for the purpose of developing skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.
5.11	Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts. NCTE/CAEP 5.4	Instruction does not show variety in strategies or resources AND/OR doesn't include contemporary technologies and digital media.	Instruction shows some variety in strategies and resources and often includes contemporary technologies and digital media.	Instruction shows variety in strategies and resources and includes contemporary technologies and digital media.
5.12	Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society. NCTE/CAEP 6.1	Instruction does not address social issues such as diversity, inclusivity, and equity or promotes or allows the opposite.	Instruction thoroughly and fairly addresses social issues such as diversity, inclusivity, and equity.	Instruction promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
5.13	TC guides learners to use appropriate content-specific literacy strategies. NCTE/CAEP 1.2, 2.1, 3.1, 4.1, 5.4, 6.1	TC provides limited or inappropriate guidance for learners to use content-specific literacy strategies effectively.	TC guides learners to use appropriate content-specific literacy strategies involving print (reading, writing) and non-print (speaking, listening, viewing, visually representing).	TC provides multiple opportunities for learners to use appropriate content-specific literacy strategies involving print (reading, writing) and non-print (speaking, listening, viewing, visually representing)