Richard W. Riley College of Education, Sport, and Human Sciences at Winthrop University

MATH EDUCATION INTERNSHIP II 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			
Mathematics 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 **Math 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".

Language in Domains 1 to 4 that is shaded green is provided to identify mathematics-specific expectations and *italicized* language was taken directly from NCTM candidate focused rubrics. Both EPP-wide language and *NCTM-specific language* should be used to make a single decision for each item.

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. InTASC 4, 7; CAEP R1.3,1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment) NCTM 4a LADDER (Fairness, Inspirational Influence, Knowledge)	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. In the mathematics classroom this should be interpreted to include: *Candidate establishes mathematics learning goals for students which demonstrate some level of rigor but are not situated within mathematics standards and practices, or the purposes for learning mathematics.*	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. In the mathematics classroom this should be interpreted to include: *Candidate establishes rigorous mathematics learning goals for students situated within mathematics standards and practices, and the purposes for learning mathematics.*	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. In the mathematics classroom this should be interpreted to include: *Candidate establishes rigorous mathematics learning goals for students situated within learning progressions, mathematics standards and practices, and the purposes for learning mathematics.* *Candidate recognizes and uses connections when establishing goals.*
	SUPPORTING DOCUMENTATION and EVIDENCE			

12.5.25

DOMAIN 1: PLANNING				
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
1.2	TC designs, selects, or modifies multiple methods of assessments that are aligned with lesson objectives. InTASC 6, 7; CAEP R1.2, R1.3 SCTS 4.0 – Planning (Instructional Plans; Assessment) NCTM 5a LADDER (Learning, Yield)	Assessments do not align with lesson objectives, or no assessments are identified. Accommodations are not planned or are inappropriate. In the mathematics classroom this should be interpreted to include: *Candidate uses informal or formal assessments to elicit progress toward rigorous mathematics learning goals.*	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. In the mathematics classroom this should be interpreted to include: *Candidate selects, creates, or adapts assessments and uses both informal and formal assessments to elicit progress toward rigorous mathematics learning goals for a full range of students.*	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. In the mathematics classroom this should be interpreted to include: *Candidate selects, creates, or adapts assessments and uses both informal and formal assessments to elicit progress toward rigorous mathematics learning goals for students' individual learning*
	SUPPORTING DOCUMENTATION and EVIDENCE			

12.5.25

DOMAIN 1: PLANNING				
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
1.3	TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning. InTASC 6, 7; CAEP R1.3 SCTS 4.0 – Planning (Instructional Plans; Assessment) NCTM 3b LADDER (Judgment, Yield)	TC does not gather or examine student performance data or does not use data appropriately in the planning process. In the mathematics classroom this should be interpreted to include: *Candidate uses students' mathematical strengths in planning rigorous and engaging mathematics instruction for a subset of students.*	TC gathers and uses learner performance data from multiple assessments to modify or determine lesson objectives and instructional plans. In the mathematics classroom this should be interpreted to include: *Candidate uses students' mathematical strengths in planning rigorous and engaging mathematics instruction that supports meaningful participation and learning across a full range of students.*	TC gathers and uses **a variety** of learner performance data from multiple assessments to modify or determine lesson objectives **and** to modify instructional plans. In the mathematics classroom this should be interpreted to include: *Candidate uses students' mathematical strengths in planning rigorous and engaging mathematics instruction that supports meaningful participation and learning by each and every student.*
	SUPPORTING DOCUMENTATION and EVIDENCE			

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. InTASC 5; CAEP R1.1, 1.3 SCTS 4.0- Instruction (Motivating Students; Activities and Materials) LADDER (Judgment, Knowledge)	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.
	SUPPORTING DOCUMENTATION and EVIDENCE			
1.5	TC plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs. InTASC 1, 7; CAEP R1.3 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Planning (Instructional Plans) NCTM 3a LADDER (Open Orientation, eXperiential)	Lesson plans are developmentally appropriate but do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans. In the mathematics classroom this should be interpreted to include: *Candidate uses students' individual or group differences in planning rigorous and engaging mathematics instruction for a subset of students.*	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. In the mathematics classroom this should be interpreted to include: *Candidate uses students' individual and group differences in planning rigorous and engaging mathematics instruction that supports meaningful participation and learning across a full range of students.*	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. In the mathematics classroom this should be interpreted to include: *Candidate uses students' individual and group differences in planning rigorous and engaging mathematics instruction that supports meaningful participation and learning by each and every student.*

	SUPPORTING DOCUMENTATION and EVIDENCE	

	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:	

Domain 2: Instruction				
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
2.1	TC effectively communicates appropriately challenging expectations to learners. CAEP R1.3 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations) NCTM 4a LADDER (Communication)	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. In the mathematics classroom this should be interpreted to include: *Candidate establishes mathematics learning goals for students which demonstrate some level of rigor but are not situated within mathematics standards and practices, or the purposes for learning mathematics.*	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. In the mathematics classroom this should be interpreted to include: *Candidate establishes rigorous mathematics learning goals for students situated within mathematics standards and practices, and the purposes for learning mathematics.*	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. In the mathematics classroom this should be interpreted to include: *Candidate establishes rigorous mathematics learning goals for students situated within learning progressions, mathematics standards and practices, and the purposes for learning mathematics. Candidate recognizes and uses connections when establishing goals.*
	SUPPORTING DOCUMENTATION and EVIDENCE			
2.2	TC helps learners assume responsibility for their own learning. CAEP R1.1 SCTS 4.0 – Instruction (Activities and Materials) NCTM 3c LADDER (Learning, Relationships)	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. In the mathematics classroom this should be interpreted to include: *Candidate understands that teachers' interactions impact individual students by influencing and reinforcing student's mathematical identities, positive or negative.* *Candidate plans experiences and instruction to develop and foster students' positive mathematical identities for a subset of students.*	TC facilitates learner self-management (goal setting, task persistence, and self-reflection/evaluation). In the mathematics classroom this should be interpreted to include: *Candidate understands that teachers' interactions impact individual students by influencing and reinforcing student's mathematical identities, positive or negative.* *Candidate plans experiences and instruction to develop and foster students' positive mathematical identities across a full range of students.*	TC facilitates learners' ability to **problem-solve when difficulties arise**, set goals, persist in independent task completion, and reflect on their learning. In the mathematics classroom this should be interpreted to include: *Candidate understands that teachers' interactions impact individual students by influencing and reinforcing student's mathematical identities, positive or negative.* *Candidate plans experiences and instruction to develop and foster students' positive mathematical identities for each and every student.*

Domain 2: Instruction				
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
	SUPPORTING DOCUMENTATION and EVIDENCE			
2.3	TC differentiates instruction to meet the needs of diverse learners. CAEP R1.1, 1.3 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students) NCTM 4b LADDER (Open Orientation, eXperiential)	TC uses a "one size fits all" approach to delivering instruction and assessing student performance. In the mathematics classroom this should be interpreted to include: *Candidate selects or develops tasks that could engage students in high cognitive demand mathematical learning experiences, but implementation fails to maintain a high cognitive demand with students.*	To meet the needs of diverse learners, TC uses a variety of specific strategies for presenting content and engaging learners. In the mathematics classroom this should be interpreted to include: *Candidate selects or develops and implements tasks to engage a full range of students in high cognitive demand mathematical learning experiences that promote reasoning and sense making.*	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**). In the mathematics classroom this should be interpreted to include: *Candidate analyzes, modifies, sequences, and implements tasks to engage each and every student in high cognitive demand mathematical learning experiences that promote reasoning and sense making*
	SUPPORTING DOCUMENTATION and EVIDENCE			
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 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.**

Domain 2: Instruction				
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
	InTASC 4; CAEP R1.2 SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students) NCTM 4e LADDER (Knowledge, Navigating)	In the mathematics classroom this should be interpreted to include: *Candidate elicits multiple student responses reflecting their thinking, including potential challenges or misconceptions.* *Candidate is unable to use student responses to inform the mathematics teaching and learning process.*	In the mathematics classroom this should be interpreted to include: *Candidate elicits multiple student responses, potential challenges, and misconceptions.* *Candidate notices and tracks multiple student responses, as well as challenges or misconceptions as students are solving problems.* *Candidate uses students' multiple methods and/or challenges and/or misconceptions to engage the full range of students in extending their mathematical learning.*	In the mathematics classroom this should be interpreted to include: *Candidate considers individual and group differences when eliciting multiple student responses, potential challenges, and misconceptions.* *Candidate notices and tracks multiple student responses as well as challenges or misconceptions as students are solving problems.* *Candidate uses students' multiple methods and/or challenges and/or misconceptions to engage each and every student in extending their mathematical learning.*
	SUPPORTING DOCUMENTATION and EVIDENCE			
2.5	TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences. CAEP R1.3 SCTS 4.0 – Instruction (Standards and Objectives; Teacher Content Knowledge; Student Work) LADDER (Knowledge, Learning, Navigating)	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.**

	SUPPORTING DOCUMENTATION and EVIDENCE			
2.6	TC measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria. InTASC 6; CAEP R1.3 SCTS 4.0 – Instruction (Standards and Objectives) NCTM 5a LADDER: Yield	TC does not establish performance criteria for formative assessment or does not assess during instruction In the mathematics classroom this should be interpreted to include: *Candidate uses informal or formal assessments to elicit progress toward rigorous mathematics learning goals.*	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. In the mathematics classroom this should be interpreted to include: *Candidate selects, creates, or adapts assessments and uses both informal and formal assessments to elicit progress toward rigorous mathematics learning goals for a full range of students.*	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.** In the mathematics classroom this should be interpreted to include: *Candidate selects, creates, or adapts assessments and uses both informal and formal assessments to elicit progress toward rigorous mathematics learning goals for students' individual learning.*
	SUPPORTING DOCUMENTATION and EVIDENCE			

Domain 2: Instruction				
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
2.7	TC effectively uses summative assessment strategies to determine mastery of learning and communicates results to students. InTASC 6; CAEP 1.3 SCTS 4.0 – Instruction (Standards and Objectives) NCTM 5b LADDER (Yield, Communication, Judgment)	TC relies on formative assessments alone to monitor and report student progress. In the mathematics classroom this should be interpreted to include: *Candidate uses data from informal or formal assessments to analyze progress toward rigorous mathematics learning goals for selected students, the class as a whole, or subgroups of students disaggregated by demographic categories.*	TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicates results to students. In the mathematics classroom this should be interpreted to include: *Candidate uses data from informal and formal assessments to analyze progress toward rigorous mathematics learning goals for selected students, the class as a whole, and subgroups of students disaggregated by demographic categories, when directed.*	TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicate results to students **including future steps for support or enrichment.** In the mathematics classroom this should be interpreted to include: *Candidate consistently uses data from informal and formal assessments to analyze progress toward rigorous mathematics learning goals for each individual student, the class as a whole, and subgroups of students disaggregated by demographic categories.*
	SUPPORTING DOCUMENTATION and EVIDENCE			
2.8	TC implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking. InTASC 6, 8; CAEP R1.3 SCTS 4.0 – Instruction (Questioning; Thinking) NCTM 4g LADDER (Communication, Knowledge, Judgment, Learning)	TC generally utilizes only one question type and alignment with lesson objectives is inconsistent. Response opportunity is limited to specific learners or learner groups. In the mathematics classroom this should be interpreted to include: *Candidate poses questions that focus students on the rigorous mathematical goals or making connections; or candidate facilitates discourse among students to build shared understanding of mathematical ideas, but discourse is limited to a subset of students.*	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. In the mathematics classroom this should be interpreted to include: *Candidate poses questions that focus students on the rigorous mathematical goals or making connections. Candidate facilitates discourse among students to build shared understanding of mathematical ideas and ensure that a full range of students engage in rigorous mathematics.*	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. In the mathematics classroom this should be interpreted to include: *Candidate poses questions that focus students on the rigorous mathematical goals and making connections. Candidate facilitates discourse among students to build shared understanding of mathematical ideas and ensures that each and every student engages in rigorous mathematics.*

	SUPPORTING DOCUMENTATION and EVIDENCE			
2.9	TC provides specific and timely instructional feedback to students pertaining to stated outcomes. InTASC 6; CAEP R1.3 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback) LADDER (Learning, Yield)	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.
	SUPPORTING DOCUMENTATION and EVIDENCE			

Domain 2: Instruction				
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
2.10	TC facilitates safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression. CAEP R1.1 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Thinking; Problem Solving; Student Work) LADDER (Judgment, Knowledge, Navigating)	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.
	SUPPORTING DOCUMENTATION and EVIDENCE			
2.11	TC uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction/environment effectively. CAEP R1.3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content) LADDER (Open Orientation, Zeal)	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.**

	SUPPORTING DOCUMENTATION and EVIDENCE			
2.12	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds. SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students) NCTM 3a LADDER (Knowledge, Universal Understanding, Open Orientation, Fairness)	TC exhibits a "one size fits all" approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds. In the mathematics classroom this should be interpreted to include: *Candidate uses students' individual or group differences in planning rigorous and engaging mathematics instruction for a subset of students.*	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. In the mathematics classroom this should be interpreted to include: *Candidate uses students' individual and group differences in planning rigorous and engaging mathematics instruction that supports meaningful participation and learning across a full range of students.*	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**. In the mathematics classroom this should be interpreted to include: *Candidate uses students' individual and group differences in planning rigorous and engaging mathematics instruction that supports meaningful participation and learning by each and every student.*
	SUPPORTING DOCUMENTATION and EVIDENCE			
2.13	TC effectively provide instruction through a variety of delivery methods (e.g. virtual instruction, hybrid, face to face) if/when the opportunity arises. CAEP R1.1, 1.3 R2.3 LADDER: eXperiential, Achievement Attitude, Communication	TC makes little effort to engage students, or provides disorganized instruction with unclear directions. No attempt is made to address individual student needs.	TC uses multiple modalities with clear, organized instruction (e.g. utilizing digital tools and LMS work). TC attempts to address individual student needs.	TC uses multiple modalities and **engages students** through **interactive, well-organized lessons** with clear explanation that address individual student needs.

	SUPPORTING DOCUMENTATION and EVIDENCE	

	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				
		Below Expectations	**Meets Expectations**	Exceeds Expectations
3.1	TC creates and maintains a safe educational environment that is conducive to learning. CAEP R1.1 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment) LADDER (Fairness, Inspirational Influence, Open Orientation, Universal Understanding)	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.
	SUPPORTING DOCUMENTATION and EVIDENCE			
3.2	TC maintains a caring, fair, and inclusive educational environment. InTASC 2; CAEP R1.1 SCTS 4.0 – Environment (Respectful Culture) LADDER (Open Orientation, Relationships, Universal Understanding)	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.	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 to hold students accountable for respecting peer diversity and maintaining** a bully-free environment**.**
	SUPPORTING DOCUMENTATION and EVIDENCE			

3.3	TC creates environments that promote positive social interaction and collaboration in the learning environment. InTASC 3; CAEP R1.1 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture) LADDER (Open Orientation, Relationships, Universal Understanding)	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**.
	SUPPORTING DOCUMENTATION and EVIDENCE			

DOMAIN 3: ENVIRONMENT				
		Below Expectations	**Meets Expectations**	Exceeds Expectations
3.4	TC implements proactive classroom management strategies that promote positive behaviors and active engagement. InTASC 3; CAEP R1.1, 1.3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior) LADDER (Open Orientation, Relationships, Universal Understanding, Mediation)	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.**
	SUPPORTING DOCUMENTATION and EVIDENCE			

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

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

DOMAIN 4: PROFESSIONALISM				
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
4.1	TC collaborates with caregivers and school professionals to enhance student learning. InTASC 10, 3; CAEP R1.4 SCTS 4.0 – Professionalism (School Responsibilities) NCTM 6c LADDER (Relationships)	TC does not collaborate with caregivers and professionals or does so inappropriately. In the mathematics classroom this should be interpreted to include: *Candidate communicates information to families about mathematical ideas and processes and suggests good mathematics resources for families to contribute to the mathematical success of their children*	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. In the mathematics classroom this should be interpreted to include: *Candidate communicates with families about the mathematical ideas and processes that students are exploring, suggests good mathematics resources, and provides opportunities for the candidate and families to discuss strategies for ensuring the mathematical success of their children.*	TC collaborates appropriately 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**. In the mathematics classroom this should be interpreted to include: *Candidate communicates with families about the mathematical ideas and processes that students are exploring, suggests good mathematics resources, and provides opportunities for the candidate and families to discuss strategies for ensuring the mathematical success of their children. Candidate seeks out opportunities in the community to understand and interact with families.*
	SUPPORTING DOCUMENTATION and EVIDENCE			
4.2	TC maintains professional relationships with school personnel and students. InTASC 10; CAEP R1.4 LADDER (Relationships)	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.
	SUPPORTING DOCUMENTATION and EVIDENCE			

DOMAIN 4: PROFESSIONALISM				
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
4.3	TC is a participant in school initiatives and supports school-related organizations and activities. CAEP R1.4 SCTS 4.0 – Professionalism (Reflecting on Teaching; Community Involvement) NCTM 6d (partial) LADDER (Relationships, Zeal)	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. In the mathematics classroom this should be interpreted to include: *Candidate collaborates with colleagues to support student learning of mathematics*	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). In the mathematics classroom this should be interpreted to include: *Candidate collaborates with colleagues to support student learning of mathematics*
	SUPPORTING DOCUMENTATION and EVIDENCE			
4.4	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English. CAEP R1.4 LADDER (Communication)	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.
	SUPPORTING DOCUMENTATION and EVIDENCE			

4.5	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English. CAEP R1.4 LADDER (Communication)	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**
	SUPPORTING DOCUMENTATION and EVIDENCE			
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; CAEP R1.4 LADDER (Judgment, Navigating, Trusting)	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.
	SUPPORTING DOCUMENTATION and EVIDENCE			

4.7	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management). CAEP R1.4 SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally) NCTM 6d (partial) LADDER (Achievement Attitude, Balance, Emotional Equilibrium, Fairness, Inspirational Influence)	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. In the mathematics classroom this should be interpreted to include: *Candidate collaborates with colleagues to support student learning of mathematics*	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. In the mathematics classroom this should be interpreted to include: *Candidate collaborates with colleagues to support student learning of mathematics*
	SUPPORTING DOCUMENTATION and EVIDENCE			

DOMAIN 4: PROFESSIONALISM				
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
4.8	TC is receptive to and incorporates professional learning and constructive feedback from school and university professionals. CAEP R1.4 SCTS 4.0 – Professionalism (Growing and Developing Professionally) LADDER (Direction, Emotional Equilibrium,, Learning, Hearing, Stamina)	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.
	SUPPORTING DOCUMENTATION and EVIDENCE			
4.9	TC uses self-reflection to evaluate and improve professional practice. InTASC 9; CAEP R1.4 SCTS 4.0 – Professionalism (Reflecting on Teaching) LADDER (Emotional Equilibrium, Learning, Quality)	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.
	SUPPORTING DOCUMENTATION and EVIDENCE			

* 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:	

Note: All language in Domain 5 was taken directly from the NCTM candidate focused rubrics.

	DOMAIN 5: Math Education			
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
5.1	NCTM 4c) Incorporate Mathematics-Specific Tools. Candidates select mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics and to integrate tools into instruction.	Candidate selects mathematics-specific tools, including technology, to support students' learning, understanding, and application of mathematics but is unable or unsuccessful in integrating tools into instruction.	Candidate selects mathematics-specific tools, including technology, to support a full range of students' learning, understanding, and application of mathematics and integrates tools into instruction	Candidate selects mathematics-specific tools, including technology, to support each and every students' learning, understanding, and application of mathematics and integrates tools into instruction
	SUPPORTING DOCUMENTATION and EVIDENCE			
5.2	NCTM 4d) Use Mathematical Representations. Candidates select and use mathematical representations to engage students in examining understandings of mathematics concepts and the connections to other representations.	Candidate selects mathematical representations to support students' learning, understanding, and application of mathematics but is unable or unsuccessful in implementing or connecting representations during instruction.	Candidate selects mathematical representations to support students' learning, understanding, and application of mathematics and is **able to successfully implement or connecting** representations during instruction.	Candidate selects mathematical representations to support **each and every students'** learning, understanding, and application of mathematics and is able to successfully implement **and** connecting representations during instruction.
	SUPPORTING DOCUMENTATION and EVIDENCE			
5.3	NCTM 4f) Develop Conceptual Understanding and Procedural Fluency. Candidates use conceptual understanding to build procedural fluency for students through instruction that includes explicit connections between concepts and procedures.	Candidate designs instruction that includes both conceptual understanding and procedural fluency, but the conceptual understanding does not serve as a foundation for or is not connected to developing procedural fluency.	Candidate designs and implements instruction that uses conceptual understanding to build procedural fluency, including explicit connections between concepts and procedures.	Candidate designs and implements instruction that uses conceptual understanding to build procedural fluency, including explicit connections between concepts and procedures. Candidate facilitates students making connections between procedures and concepts.
	SUPPORTING DOCUMENTATION and EVIDENCE			

	DOMAIN 5: Math Education			
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
5.4	NCTM 5c) Modify Instruction. Candidates use the evidence of student learning of individual students, the class as a whole, and subgroups of students disaggregated by demographic categories to analyze the effectiveness of their instruction with respect to these groups. Candidates propose adjustments to instruction to improve student learning for each and every student based on the analysis.	Candidate uses evidence of student learning to analyze the effectiveness of their instruction and proposes adjustments to instruction, but those adjustments are not explicitly connected to the analysis of the data for selected students, the class as a whole, or subgroups of students disaggregated by demographic categories.	Candidate uses evidence of student learning to analyze the effectiveness of their instruction and proposes adjustments to instruction that are explicitly connected to the analysis of the data for selected students, the class as a whole, and subgroups of students disaggregated by demographic categories when directed.	Candidate consistently uses evidence of student learning to analyze the effectiveness of their instruction and propose adjustments to instruction that are explicitly connected to the analysis of the data and address the learning needs of each individual student, the class as a whole, and subgroups of students disaggregated by demographic categories without prompting.
	SUPPORTING DOCUMENTATION and EVIDENCE			
5.5	NCTM 6a) Promote Equitable Learning Environments. Candidates seek to create more equitable learning environments by identifying beliefs about teaching and learning mathematics, and associated classroom practices that produce equitable or inequitable mathematical learning for students.	Candidate identifies beliefs and classroom practices that produce inequitable mathematical learning experiences and outcomes for students. Candidate identifies beliefs that produce equitable mathematical learning experiences and outcomes for students.	Candidate identifies beliefs and classroom practices that produce equitable and inequitable mathematical learning experiences and outcomes for students. Candidate seeks out information to increase equitable practices and/or eliminate inequitable practices to further mathematical learning	Candidate identifies personal beliefs, classroom practices, and systemic structures that produce equitable and inequitable mathematical learning experiences and outcomes for students. Candidate seeks out information to increase equitable practices and/or eliminate inequitable practices to further mathematical learning for individual students. Candidate demonstrates ways to help traditionally marginalized students experience success.
	SUPPORTING DOCUMENTATION and EVIDENCE			

	DOMAIN 5: Math Education			
		Below Expectations	**Meets Expectations**	**Exceeds Expectations**
5.6	NCTM 6b) Promote Positive Mathematical Identities. Candidates reflect on their impact on students' mathematical identities and develop professional learning goals that promote students' positive mathematical identities.	Candidate reflects on their impact on students' mathematical identities and develops professional learning goals that promote students' positive mathematical identities but without identifying specific strategies or resources.	Candidate reflects on their impact on students' mathematical identities and develops professional learning goals that promote students' positive mathematical identities, including specific strategies for meeting these goals.	Candidate reflects on their impact on individual student's mathematical identities and develops professional learning goals that promote students' positive mathematical identities, including specific strategies and professional resources for meeting these goals.
	SUPPORTING DOCUMENTATION and EVIDENCE			
5.7	NCTM 6d) Collaborate with Colleagues. Candidates collaborate with colleagues to grow professionally and support student learning of mathematics. Evidence of activity should be noted below and may occur outside of the Internship II experience.	Candidate collaborates with colleagues or participates in professional development and/or learning communities that focus on learning and teaching in mathematics education.	Candidate collaborates with colleagues to support student learning of mathematics. Candidate participates in professional development and/or learning communities that focus on learning and teaching in mathematics education.	Candidate collaborates with colleagues to support student learning of mathematics. Candidate participates in professional development and/or learning communities that focus on learning and teaching in mathematics education. Candidate participates in professional development opportunities based on targeted professional learning needs.
		Note that appropriate professional opportunities include but are not limited to: • Participation in a mathematic conference; • Participation in webinars provided by professional organizations that are focused on mathematics or mathematics education topics; • Active participation in a school based PLC focused on mathematics instruction and improvements in mathematical learning (this includes opportunities to reflect on assessment data and planning for use of these data); or • Peer-created PLCs that focus on professional exploration related to the learning and teaching of mathematics.		
	SUPPORTING DOCUMENTATION and EVIDENCE			

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

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