

**Richard W. Riley College of Education, Sport and Human Sciences, Winthrop University
SOCIAL STUDIES EDUCATION INTERNSHIP II EVALUATION REPORT**

Teacher Candidate Name:		WU ID#:			
School:		Grade:			
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			
Social Studies 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

12.5.25

Directions: Please highlight or shade the appropriate section after carefully considering each of the descriptions. These responses should reflect regular practices and not one-time efforts. The key for the abbreviations below is **EE**= “Exceeds Expectations,” **ME**= “Meets Expectations,” **BE**= “Below Expectations,” and **NO** = “**No Opportunity**.” 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”.

Internship II Evaluation Rubric

DOMAIN 1: PLANNING				
	Below Expectations	Meets Expectations	Exceeds Expectations	No opportunity
1.1	<p>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.</p> <p>InTASC 4, 7; CAEP R1.3, R1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment) NCSS 2a</p> <p>LADDER (Fairness, Inspirational Influence, Knowledge)</p>	<p>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. <i>(In SCST this means that plans are not aligned with the C3 Framework and are not inquiry-based)</i></p>	<p>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 measurable, appropriately challenging, and align with the standards. <i>(In SCST this means creating plans that are aligned with the C3 Framework and are inquiry-based.)</i></p>	<p>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. <i>(In SCST this means creating plans that are explicitly and specifically aligned with the C3 Framework and are inquiry-based.)</i></p>
SUPPORTING DOCUMENTATION and EVIDENCE				

DOMAIN 1: PLANNING					
		Below Expectations	Meets Expectations	Exceeds Expectations	No opportunity
1.2	<p>TC designs, selects, or modifies multiple methods of assessments that are aligned with lesson objectives.</p> <p>InTASC 6, 7; CAEP R1.2, R1.3 SCTS 4.0 – Planning (Instructional Plans; Assessment) NCSS 3a</p> <p>LADDER (Learning, Judgement)</p>	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. <i>(In SCST as example of this is using primary or secondary sources to build an argument or justify a conclusion and are aligned to state standards.)</i>	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. <i>(In SCST assessments are authentic and foster political knowledge, an interest in self-engagement, and a conviction toward working for a more inclusive, just, and equitable society and are aligned to state standards.)</i>	
SUPPORTING DOCUMENTATION and EVIDENCE					
1.3	<p>TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning.</p> <p>InTASC 6, 7; CAEP R1.3 SCTS 4.0 – Planning (Instructional Plans; Assessment) NCSS 3d</p> <p>LADDER (Judgment, Yield)</p>	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. <i>(In SCST this also includes using this data to develop actionable curriculum, shape interactions with students, and/or propel instructional practices that help equip students for civic competence.)</i>	

DOMAIN 1: PLANNING					
	Below Expectations	Meets Expectations	Exceeds Expectations	No opportunity	
	SUPPORTING DOCUMENTATION and EVIDENCE				
1.4	<p>TC plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression.</p> <p>InTASC 5; CAEP R1.1, R1.3 SCTS 4.0- Instruction (Motivating Students; Activities and Materials) NCSS 2e</p> <p>LADDER (Judgment, Knowledge)</p>	<p>TC plans lessons without including appropriate resources for learner use of digital tools to support problem solving or creative thought.</p>	<p>TC plans for safe and appropriate learner use of tools providing opportunities for problem solving, conducting research, and/or creative expression.</p>	<p>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.</p> <p><i>(In SCST this includes using technology to investigate questions related to diverse, problematic, and controversial issues that lead to a more inclusive, just, and equitable society.)</i></p>	
	SUPPORTING DOCUMENTATION and EVIDENCE				

DOMAIN 1: PLANNING					
		Below Expectations	Meets Expectations	Exceeds Expectations	No opportunity
1.5	<p>TC plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs.</p> <p>InTASC 1, 7 CAEP R1.3 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Planning (Instructional Plans) NCSS 4a</p> <p>LADDER (Open Orientation, eXperiential)</p>	<p>Lesson plans are developmentally appropriate but do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.</p>	<p>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.</p> <p><i>(In SCST this also includes knowledge of students' socio-cultural assets and individual identities to plan and implement pedagogy that is relevant to each student's cognitive and emotional demands.)</i></p>	<p>Lesson plans are developmentally appropriate, and include differentiation of learning objectives, teaching procedures/pacing, and/or assessment methods to address individual learning needs.</p> <p>Differentiation is based on formal and informal assessment information, IEPs, and/or 504 plans, as applicable.</p> <p><i>(In SCST this also includes knowledge of students' socio-cultural assets and individual identities to plan and implement pedagogy that is relevant to each student's cognitive and emotional demands and demonstrates rigorous expectations for all and the necessary scaffolding that ensures their success.)</i></p>	
SUPPORTING DOCUMENTATION and EVIDENCE					
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	No Opportunity
2.1	<p>TC effectively communicates appropriately challenging expectations to learners.</p> <p>CAEP R1.3 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)</p> <p>LADDER (Communication)</p>	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.	
SUPPORTING DOCUMENTATION and EVIDENCE					
2.2	<p>TC helps learners assume responsibility for their own learning.</p> <p>CAEP R1.1 SCTS 4.0 – Instruction (Activities and Materials)</p> <p>NCSS 3e</p> <p>LADDER (Learning, Relationships)</p>	TC takes full responsibility for setting learner goals, keeping learners on task, and evaluating their performance <i>without</i> facilitating the development of learner self-management strategies.	<p>TC facilitates learner self-management (goal setting, task persistence, and self-reflection/evaluation).</p> <p><i>(In SCST this means engaging learners in self-assessment practices that monitor the quality of their thinking and behavior.)</i></p>	<p>TC facilitates learners' ability to problem-solve when difficulties arise, set goals, persist in independent task completion, and reflect on their learning.</p> <p><i>(In SCST this means engaging learners in practices such as setting learning goals, reflective thinking, getting feedback from peers as they engage in inquiry related to civic competence.)</i></p>	

DOMAIN 2: INSTRUCTION					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
	SUPPORTING DOCUMENTATION and EVIDENCE				
2.3	<p>TC differentiates instruction to meet the needs of diverse learners.</p> <p>CAEP R1.1, R1.3 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)</p> <p>LADDER (Open Orientation, eXperiential)</p>	<p>TC uses a “one size fits all” approach to delivering instruction and assessing student performance.</p>	<p>To meet the needs of diverse learners, TC uses a variety of specific strategies for presenting content and engaging learners.</p>	<p>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).</p>	
	SUPPORTING DOCUMENTATION and EVIDENCE				

DOMAIN 2: INSTRUCTION					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
2.4	<p>TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.</p> <p>InTASC 4; CAEP R1.2; SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students) NCSS 1a</p> <p>LADDER (Knowledge, Navigating)</p>	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.	
SUPPORTING DOCUMENTATION and EVIDENCE					
2.5	<p>TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences.</p> <p>CAEP R1.3 SCTS 4.0 – Instruction (Standards and Objectives; Teacher Content Knowledge; Student Work)</p> <p>LADDER (Knowledge, Learning, Navigating)</p>	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.	

DOMAIN 2: INSTRUCTION					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
	SUPPORTING DOCUMENTATION and EVIDENCE				
2.6	<p>TC measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria.</p> <p>InTASC 6; CAEP R1.3 SCTS 4.0 – Instruction (Standards and Objectives)</p> <p>LADDER (Yield)</p>	<p>TC does not establish performance criteria for formative assessment or does not assess during instruction.</p>	<p>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.</p>	<p>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.</p>	
	SUPPORTING DOCUMENTATION and EVIDENCE				

DOMAIN 2: INSTRUCTION					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
2.7	<p>TC effectively uses summative assessment strategies to determine mastery of learning and communicates results to students.</p> <p>InTASC 6; CAEP R1.3 SCTS 4.0 – Instruction (Standards and Objectives)</p> <p>LADDER (Yield, Communication, Judgment)</p>	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.	
	SUPPORTING DOCUMENTATION and EVIDENCE				
2.8	<p>TC implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking.</p> <p>InTASC 6, 8; CAEP R1.3 SCTS 4.0 – Instruction (Questioning; Thinking)</p> <p>LADDER (Communication, Knowledge, Judgment, Learning)</p>	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.	

DOMAIN 2: INSTRUCTION					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
	SUPPORTING DOCUMENTATION and EVIDENCE				
2.9	<p>TC provides specific and timely instructional feedback to students pertaining to stated outcomes.</p> <p>InTASC 6; CAEP R1.3 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)</p> <p>LADDER (Learning, Yield)</p>	<p>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.</p>	<p>TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on either class-wide or individual responses.</p>	<p>TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on both class wide and individual responses.</p>	
	SUPPORTING DOCUMENTATION and EVIDENCE				

DOMAIN 2: INSTRUCTION					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
2.10	<p>TC facilitates safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression.</p> <p>CAEP R1.1 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Thinking; Problem Solving; Student Work)</p> <p>LADDER (Judgment, Knowledge, Navigating)</p>	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	<p>TC uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction/environment effectively.</p> <p>CAEP R1.3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)</p> <p>LADDER (Communication, Zeal)</p>	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	No Opportunity
	SUPPORTING DOCUMENTATION and EVIDENCE			
2.12	<p>TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds.</p> <p>SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)</p> <p>LADDER (Knowledge, Universal Understanding, Open Orientation, Fairness)</p>	<p>TC exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds.</p>	<p>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.</p>	<p>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.</p>
	SUPPORTING DOCUMENTATION and EVIDENCE			

DOMAIN 2: INSTRUCTION					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
2.13	<p>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.</p> <p>CAEP R1.1, R1.3, R2.3 LADDER: eXperiential, Achievement Attitude, Communication</p>	<p>TC makes little effort to engage students, or provides disorganized instruction with unclear directions. No attempt is made to address individual student needs.</p>	<p>TC uses multiple modalities with clear, organized instruction (e.g. utilizing digital tools and LMS work). TC attempts to address individual student needs.</p>	<p>TC uses multiple modalities and engages students through interactive, well-organized lessons with clear explanation that address individual student needs.</p>	
SUPPORTING DOCUMENTATION and EVIDENCE					
Describe at least one Instruction strength:					
List at least one Instruction goal:					

DOMAIN 3: ENVIRONMENT					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
3.1	<p>TC creates and maintains a safe educational environment that is conducive to learning.</p> <p>CAEP R1.1 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment)</p> <p>LADDER (Fairness, Inspirational Influence, Open Orientation, Universal Understanding)</p>	<p>TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.</p>	<p>TC follows safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.</p>	<p>TC develops and implements safety procedures to promote learning, avoid distractions, and ensure safe use of materials.</p>	
SUPPORTING DOCUMENTATION and EVIDENCE					

DOMAIN 3: ENVIRONMENT					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
3.2	<p>TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures.</p> <p>InTASC 2; CAEP R1.1 SCTS 4.0 – Environment (Respectful Culture)</p> <p>LADDER (Open Orientation, Relationships, Universal Understanding)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
SUPPORTING DOCUMENTATION and EVIDENCE					

DOMAIN 3: ENVIRONMENT					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
3.3	<p>TC creates environments that promote positive social interaction and collaboration in the learning environment.</p> <p>InTASC 3; CAEP R1.2 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture)</p> <p>LADDER (Open Orientation, Relationships, Universal Understanding)</p>	<p>TC solely focuses on learners working independently of one another. Attempts to use cooperative learning are ineffective and lack structure.</p>	<p>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.</p>	<p>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.</p>	
SUPPORTING DOCUMENTATION and EVIDENCE					

DOMAIN 3: ENVIRONMENT					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
3.4	<p>TC implements proactive classroom management strategies that promote positive behaviors and active engagement.</p> <p>InTASC 3; CAEP R1.1, R1.3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)</p> <p>LADDER (Open Orientation, Relationships, Universal Understanding, Mediation)</p>	<p>TC implements ineffective, reactive classroom management strategies resulting in persistent problem behavior.</p>	<p>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.</p>	<p>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.</p>	
SUPPORTING DOCUMENTATION and EVIDENCE					
Describe at least one Environment strength:					
List at least one Environment goal:					

DOMAIN 4: PROFESSIONALISM					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
4.1	<p>TC collaborates with caregivers and school professionals to enhance student learning.</p> <p>InTASC 10, 3; CAEP R1.4 SCTS 4.0 – Professionalism (School Responsibilities) LADDER (Relationships)</p>	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 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 .	
SUPPORTING DOCUMENTATION and EVIDENCE					
4.2	<p>TC maintains professional relationships with school personnel and students.</p> <p>InTASC 10; CAEP R1.4 LADDER (Relationships)</p>	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 personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students.	

DOMAIN 4: PROFESSIONALISM				
	Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
SUPPORTING DOCUMENTATION and EVIDENCE				
4.3	<p>TC is a participant in school initiatives and supports school-related organizations and activities.</p> <p>CAEP R1.4 SCTS 4.0 – Professionalism (Reflecting on Teaching; Community Involvement)</p> <p>LADDER (Relationships, Zeal)</p>	<p>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.</p>	<p>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.</p>	<p>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).</p>
SUPPORTING DOCUMENTATION and EVIDENCE				

DOMAIN 4: PROFESSIONALISM					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
4.4	<p>TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.</p> <p>CAEP R1.4</p> <p>LADDER (Communication)</p>	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	<p>TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.</p> <p>CAEP R1.4</p> <p>LADDER (Communication)</p>	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	No Opportunity
SUPPORTING DOCUMENTATION and EVIDENCE				
4.6	<p>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.*</p> <p>InTASC 9; CAEP R1.4</p> <p>LADDER (Judgment, Navigating, Trusting)</p>	<p>TC violates one or more of the school/district rules, <i>Standards of Conduct for South Carolina Educators</i>, or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.</p>	<p>TC's conduct conforms to school/district rules as well as the <i>Standards of Conduct for South Carolina Educators</i>. The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues facing the children he/she serves.</p>	<p>TC meets all requirements at the acceptable level and demonstrates an advocacy position when discussing or acting upon legal issues related to students.</p>
SUPPORTING DOCUMENTATION and EVIDENCE				

DOMAIN 4: PROFESSIONALISM					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
4.7	<p>TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).</p> <p>CAEP R1.4</p> <p>SCTS 4.0 – Environment (Environment)</p> <p>Professionalism (Growing and Developing Professionally)</p> <p>LADDER (Achievement Attitude, Balance, Emotional Equilibrium, Fairness, Inspirational Influence)</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	
SUPPORTING DOCUMENTATION and EVIDENCE					

DOMAIN 4: PROFESSIONALISM					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
4.8	<p>TC is receptive to and incorporates professional learning and constructive feedback from school and university professionals.</p> <p>CAEP R1.4 SCTS 4.0 – Professionalism (Growing and Developing Professionally)</p> <p>LADDER (Direction, Emotional Equilibrium,, Learning, Hearing, Stamina)</p>	<p>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).</p>	<p>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).</p>	<p>TC seeks professional learning opportunities and constructive feedback. TC receives feedback in a mature manner and appropriately incorporates suggestions for change.</p>	
SUPPORTING DOCUMENTATION and EVIDENCE					

12.5.25

DOMAIN 4: PROFESSIONALISM					
		Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
4.9	<p>TC uses self-reflection to evaluate and improve professional practice.</p> <p>InTASC 9; CAEP R1.4 SCTS 4.0 – Professionalism (Reflecting on Teaching)</p> <p>LADDER (Emotional Equilibrium, Learning, Quality)</p>	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.

Describe at least one Professionalism strength:	
List at least one Professionalism goal:	

DOMAIN 5: Social Studies Education				
	Below Expectations	Meets Expectations	Exceeds Expectations	No Opportunity
5.1 Candidate plans learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to facilitate social studies literacies for civic life. NCSS 2b	Candidate plans learning sequences that use disciplinary concepts, facts, and tools.	Candidate plans learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines that enable students to understand the world around them.	Candidate plans learning sequences that engage learners with disciplinary concepts, facts, and tools from the social studies disciplines to foster everyday literacies, disciplinary literacies, and inquiry literacies.	
SUPPORTING DOCUMENTATION and EVIDENCE				
5.2 Candidate plans learning sequences where learners create disciplinary forms of representation that convey social studies knowledge and civic competence. NCSS 2d	Candidate plans learning sequences that include forms of representation.	Candidate plans learning sequences where learners will create disciplinary forms of representation that communicate the results of disciplinary inquiry	Candidate plans learning sequences where learners will create disciplinary forms of representation that communicate the results of disciplinary inquiry that fosters political knowledge, self-interested investment in political engagement, and a disposition toward a more inclusive, just, and equitable society.	
SUPPORTING DOCUMENTATION and EVIDENCE				

12.5.25

5.3	<p>Candidate plans learning sequences that engage learners in disciplinary inquiry to develop social studies literacies for civic life. NCSS 2c</p>	<p>Candidate plans learning sequences that use inquiry</p>	<p>Candidate plans learning sequences that engage learners in the discipline-specific ways of knowing that characterize social studies subject matter that enable students to understand the world around them.</p>	<p>Candidate plans learning sequences that engage learners in the discipline-specific ways of knowing that characterize social studies subject matter that enable students to investigate issues in the world around them.</p>	
SUPPORTING DOCUMENTATION and EVIDENCE					
5.4	<p>Candidate designs and implements learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation for civic competence and demonstrate alignment with state-required content standards. NCSS 3b</p>	<p>Candidate designs learning experiences.</p>	<p>Candidate designs coherent and relevant learning experiences that engage learners in disciplinary knowledge, inquiry, and forms of representation. AND Candidate also aligns learning experiences with state-required content standards.</p>	<p>Candidate designs coherent and relevant learning experiences that fosters political knowledge, a self-interested investment in political engagement, and a disposition toward a more inclusive, just, and equitable society. AND Candidate will also align assessments with state required content standards.</p>	
SUPPORTING DOCUMENTATION and EVIDENCE					

12.5.25

5.5	<p>Candidate uses theory and research to implement a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for civic competence.</p> <p>NCSS 3c</p>	<p>Candidate implements instructional practices and assessments.</p>	<p>Candidate implements a variety of instructional practices and authentic assessments that draw upon general concepts from theory and research.</p>	<p>Candidate uses principles from theory and research to justify implementation of a variety of instructional practices and authentic assessments featuring disciplinary knowledge, inquiry, and forms of representation for competence in civic life.</p>	
SUPPORTING DOCUMENTATION and EVIDENCE					
5.6	<p>Candidate facilitates collaborative, interdisciplinary learning environments in which learners use disciplinary facts, concepts, and tools, engage in disciplinary inquiry, and create disciplinary forms of representation.</p> <p>NCSS 4b</p>	<p>Candidate directs learning environments that support teacher-dependent learning</p>	<p>Candidate facilitates collaborative learning environments that feature knowledge, practices, and forms of representation across social studies disciplines to explore civic life.</p>	<p>Candidate facilitates collaborative learning environments that foster a community of learners who engage with knowledge, practices, and forms of representation across social studies disciplines to become informed advocates for an inclusive and equitable society.</p>	
SUPPORTING DOCUMENTATION and EVIDENCE					

12.5.25

5.7	<p>Candidate engages learners in ethical reasoning to deliberate social, political, and economic issues, communicate conclusions, and takes informed action toward achieving a more inclusive and equitable society.</p> <p>NCSS 4c</p>	<p>Candidate acknowledges social, political, and economic issues with learners.</p>	<p>Candidate facilitates learners' engagement in ethical reasoning to deliberate social, political, and economic issues and communicates conclusions that identify potential opportunities for informed action.</p>	<p>Candidate facilitates learners' engagement in ethical reasoning to deliberate social, political, and economic issues and communicates conclusions and takes informed action that challenges the effects of injustice in schools, community, or society.</p>	
<p>SUPPORTING DOCUMENTATION and EVIDENCE</p>					
<p>Describe at least one Content strength:</p>					
<p>List at least one Content goal:</p>					