

Practicum Rubric (05.06.25) Domain	Exceeds Expectations (This level is typically characteristic of the top 8-10% of candidates; please include evidence in the “add” comment option if your candidate is displaying these actions.)	Meets Expectations (If appropriate, short notes in the “add” comment option provide candidates details on what they are doing well and areas in which to improve.)	Below Expectations (Please include evidence in the “add” comment option if your candidate is displaying these actions so we can identify specific requirements for growth.)
Short-Range Planning			
1.1 Teacher candidate plans developmentally appropriate standards-based lessons in accordance with the requirements of the discipline. InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment) LADDER: Fairness, Inspirational Influence, Knowledge	Lesson plans include measurable objectives and developmentally appropriate instructional strategies that are aligned with the objectives, and provide some differentiation for individual learners . These plans meet expectations of the discipline.	Lesson plans include measurable objectives and developmentally appropriate instructional strategies that are aligned with the objectives. These plans meet expectations of the discipline.	Lesson plan objectives lack measurability. Some instructional strategies included in the lessons do not meet any identified objectives or are developmentally inappropriate. Lesson plans do not meet expectations of the discipline.
1.2 Teacher candidate designs, selects, or modifies assessments aligned with lesson objectives. InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment) LADDER: Learning, Yield	Lesson plans include assessments of P-12 learning that are meaningful , align with lesson objectives, and occur at least once during the lesson.	Lesson plans include assessments of P-12 learning that align with lesson objectives and occur at least once during the lesson.	Assessments do not align with lesson objectives, or TC does not identify assessments.
1.3 Teacher candidate plans to assess prior learning. InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment) LADDER: Judgment, Yield	TC plans to use information on student performance derived from pre-testing or student records to determine lesson objectives and instructional strategies.	TC plans to use information on student performance derived from pre-testing or student records to determine lesson objectives or instructional strategies.	TC plans without information on student performance derived from pre-testing or student records to determine lesson objectives or instructional strategies.
Instruction (Implemented or Observed)			
2.1 TC demonstrates/explains how the teacher effectively communicates expectations to learners.	TC explains how the teacher makes connections to prior knowledge , tells students what they will know and be able to do by the end of the lesson, and	TC explains how the teacher effectively communicates expectations to learners.	TC does not explain how the teacher effectively communicates expectations to learners.

<p>CAEP 1.4</p> <p>SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)</p> <p>LADDER: Communication</p>	<p>explains the purpose and relevance of the lesson.</p>		
<p>2.2 Teacher candidate identifies instructional feedback to students pertaining to stated outcomes.</p> <p>InTASC 6</p> <p>SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)</p> <p>LADDER: Learning, Yield</p>	<p>TC consistently identifies both descriptive praise and corrective instruction feedback to students on their lesson performance.</p>	<p>Teacher candidate identifies instructional feedback to students pertaining to stated outcomes.</p>	<p>TC identifies general and motivational feedback unrelated to lesson objectives (e.g., “Good job.”) or provides corrective feedback in a negative manner (e.g. “That was wrong”).</p>
<p>2.3 TC uses/analyzes appropriate voice tone and pacing for managing instruction/environment effectively.</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)</p> <p>LADDER: Open Orientation, Zeal</p>	<p>TC implements or analyzes effective teaching and communication skills such as varying voice inflection and tone and using body language that encourages student interaction.</p>	<p>TC indicates how appropriate voice tone and pacing are used to manage instruction/environment effectively.</p>	<p>TC indicates how appropriate voice tone or pacing is used to manage instruction/environment effectively.</p>
<p>2.4 Teacher candidate integrates/evaluates strategies that address the needs of students from diverse cultural and/or linguistic backgrounds.</p> <p>CAEP 1.4</p> <p>SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)</p> <p>LADDER: Knowledge, Universal Understanding</p>	<p>TC considers the needs of students from diverse cultural and/or linguistic backgrounds (ELL) by integrating/evaluating strategies such as providing examples from specific cultures or using multiple methods for presenting content.</p>	<p>TC recognizes diverse learner needs and describes general strategies for addressing the needs of students from diverse cultural and/or linguistic backgrounds (ELL).</p>	<p>TC describes a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and/or linguistic backgrounds.</p>
Environment (Implemented or Observed)			
<p>3.1 Teacher candidate implements/analyzes strategies that promote a caring, fair, and inclusive educational environment.</p> <p>InTASC 2</p>	<p>TC implements/analyzes specific strategies that promote a caring, fair, and inclusive educational environment. TC provides examples of how the teacher (or self) responds, or could respond, positively to learner</p>	<p>TC analyzes general strategies that promote a caring, fair, and inclusive educational environment.</p>	<p>TC analyzes strategies that promote a caring, fair, or inclusive educational environment.</p>

SCTS 4.0 – Environment (Respectful Culture) LADDER: Fairness, Inspirational Influence, Open Orientation, Universal Understanding	difficulties, concerns, and/or questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status.		
3.2 Teacher candidate implements/analyzes instructional routines and transitions between activities or events that are efficient and orderly InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior) LADDER: Open Orientation, Zeal	TC implements/analyzes procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.	TC analyzes procedures for managing instructional routines and transitions.	TC analyzes procedures for managing instructional or transitions.
Professionalism			
*4.1 Teacher candidate maintains professional relationships. InTASC 10 LADDER: Relationships	TC not only conducts self in a professional manner, but, also, takes initiative to establish positive relationships.	TC conducts self in a professional manner.	TC exhibits unprofessional behaviors that damage relationships.
4.2 Teacher candidate utilizes standard English in verbal and written communications. LADDER: Communication	In addition to using standard English, TC adjusts verbal and written communication for the audience. TC uses academic vocabulary.	TC uses standard English in verbal and written communication. TC uses academic vocabulary.	TC verbal and/or written communication contains errors in standard usage.
*4.3 Teacher candidate recognizes the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and determines appropriate responses when faced with legal issues with children. InTASC 9 LADDER: Judgment, Navigating, Trusting	TC describes how to act as an advocate , when appropriate, when faced with legal issues with children.	TC recognizes 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 determines appropriate responses when faced with legal issues with children.	TC does not explain the school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , or FERPA requirements, and/or the TC's determined responses to legal issues involves harm to the children served.
4.4 Teacher candidate is receptive to constructive criticism. SCTS 4.0 – Professionalism (Growing and Developing Professionally) LADDER: Direction, Emotional Equilibrium, Learning, Hearing, Stamina	TC seeks feedback without prompting and receives constructive criticism in a mature manner. Changes in behavior demonstrate feedback has been incorporated.	TC is receptive to constructive criticism and often incorporates appropriate feedback from others (e.g., planning, instruction, assessment, management, communication, and/or dispositions).	TC is argumentative, oppositional, or defensive when receiving constructive feedback. TC makes no attempt to incorporate appropriate feedback from others (e.g., planning, instruction, assessment, management, communication, and/or dispositions).

<p>4.5 Teacher candidate reflects upon professional practice (self and others).</p> <p>InTASC 9</p> <p>SCTS 4.0 – Professionalism (Reflecting on Teaching)</p> <p>LADDER: Emotional Equilibrium, Learning, Quality</p>	<p>TC's reflections includes descriptions of student behavior and setting events with thoughtful analysis and detailed explanations of strategies for improving instruction and student learning.</p>	<p>TC's reflections include descriptions of student behavior and setting events with analysis and suggestions to improve instruction and student learning.</p>	<p>TC's reflections include general statements not supported by specific examples or analysis of those examples and plans for change are not included.</p>
<p>*4.6 Teacher candidate demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).</p> <p>LADDER: Achievement Attitude, Balance, Emotional Equilibrium, Fairness, Inspirational Influence</p>	<p>TC is consistently prepared each day through thorough and effective planning, organization, creativity, and initiative.</p>	<p>TC comes to the classroom prepared for each day. TC organizes materials and activities in advance.</p>	<p>TC is not prepared each day. Lack of preparedness and initiative negatively impacts student learning opportunities.</p>

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