

07.31.18

**Richard W. Riley College of Education, 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			
Art Education			

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

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

\_\_\_\_\_  
Teacher Candidate

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
University Supervisor

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**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 LiveText system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. Provide rating explanations under “Supporting Documentation and Evidence”.

Domain 1: SHORT-RANGE PLANNING		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
1.1	TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards. <i>NCTM 4b</i>					
1.2	TC designs, selects, or modifies multiple assessments that are aligned with lesson objectives. <i>NCTM 3f</i>					
1.3	TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning. <i>NCTM 3g</i>					
1.4	TC plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression.					
1.5	TC plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs. <i>NCTM 4c</i>					

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for <b>short-range planning</b>			

Describe at least one <b>short-range planning</b> strength:	
List at least one <b>short-range planning</b> goal:	

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Domain 2: INSTRUCTION		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
2.1	TC effectively communicates appropriately challenging expectations to learners. <i>NCTM 4d</i>					
2.2	TC helps learners assume responsibility for their own learning.					
2.3	TC differentiates instruction to meet the needs of diverse learners. <i>NCTM 4d</i>					
2.4	TC demonstrates a thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content. <i>NCTM 3e</i>					
2.5	TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences. <i>NCTM 3d</i>					
2.6	TC measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria. <i>NCTM 3g</i>					
2.7	TC effectively uses summative assessment strategies to determine mastery of learning and communicates results to students.					
2.8	TC implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking.					
2.9	TC provides specific and timely instructional feedback to students pertaining to stated outcomes.					
2.10	TC facilitates safe and appropriate <i>learner use</i> of digital tools for problem solving, conducting research, and creative expression.					
2.11	TC uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction/environment effectively.					
2.12	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds. <i>NCTM 4c</i>					

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for <b>instruction</b>			

Describe at least one <b>instruction</b> strength:	
List at least one <b>instruction</b> goal:	

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Domain 3: ENVIRONMENT		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
3.1	TC creates and maintains a safe educational environment that is conducive to learning.					
3.2	TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures. <i>NCTM 4c</i>					
3.3	TC creates environments that promote positive social interaction and collaboration in the learning environment.					
3.4	TC implements proactive classroom management strategies that promote positive behaviors and active engagement.					

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for <b>environment</b>			

Describe at least one <b>environment</b> strength:	
List at least one <b>environment</b> goal:	

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Domain 4: PROFESSIONALISM		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
4.1	TC collaborates with caregivers and school professionals to enhance student learning.					
4.2	TC maintains professional relationships with school personnel and students. <i>NCTM 6b</i>					
4.3	TC is a participant in school initiatives and supports school-related organizations and activities.					
4.4	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.					
4.5	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.					
4.6	TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children. **					
4.7	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management)					
4.8	TC is receptive to and incorporates professional learning and constructive feedback from school and university professionals.					
4.9	TC uses self-reflection to evaluate and improve professional practice.					

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

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for <b>professionalism</b>			

Describe at least one <b>professionalism</b> strength:	
List at least one <b>professionalism</b> goal:	

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Domain 5: MATH Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains. <i>NCTM 3a</i>					
5.2	Analyze and consider research in planning for and leading students in rich mathematical learning experiences. <i>NCTM 3b</i>					
5.3a	Plan lessons and units to incorporate (1) a variety of strategies building all students' conceptual understanding and procedural proficiency. <i>NCTM 3c</i>					
5.3b	Plan lessons and units to incorporate (2) differentiated instruction for diverse populations building all students' conceptual understanding and procedural proficiency. <i>NCTM 3c</i>					
5.3c	Plan lessons and units to incorporate (3) mathematics-specific and instructional technologies in building all students' conceptual understanding and procedural proficiency. <i>NCTM 3c</i>					
5.4	Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace. <i>NCTM 3d</i>					
5.5a	Implement techniques related to student engagement and communication including selecting high quality tasks. <i>NCTM 3e</i>					
5.5b	Implement techniques related to student engagement and communication including guiding mathematical discussions. <i>NCTM 3e</i>					
5.5c	Implement techniques related to student engagement and communication including identifying key mathematical ideas. <i>NCTM 3e</i>					
5.5d	Implement techniques related to student engagement and communication including identifying and addressing student misconceptions. <i>NCTM 3e</i>					
5.5e	Implement techniques related to student engagement and communication including employing a range of questioning strategies. <i>NCTM 3e</i>					
5.6	Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning. <i>NCTM 4a</i>					
5.7a	<b>MANIPULATIVES/PHYSICAL MODELS</b> Apply mathematical content and pedagogical knowledge to select and use instructional tools and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. <i>NCTM 4e</i>					

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Domain 5: MATH Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.7b	<b>DRAWINGS</b> Apply mathematical content and pedagogical knowledge to select and use instructional tools and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. <i>NCTM 4e</i>					
5.7c	<b>VIRTUAL ENVIRONMENTS</b> Apply mathematical content and pedagogical knowledge to select and use instructional tools and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. <i>NCTM 4e</i>					
5.7d	<b>SPREADSHEETS</b> Apply mathematical content and pedagogical knowledge to select and use instructional tools and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. <i>NCTM 4e</i>					
5.7e	<b>PRESENTATION TOOLS</b> Apply mathematical content and pedagogical knowledge to select and use instructional tools and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. <i>NCTM 4e</i>					
5.7f	<b>MATHEMATICS-SPECIFIC TECHNOLOGIES</b> Apply mathematical content and pedagogical knowledge to select and use instructional tools and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools. <i>NCTM 4e</i>					
5.8a	Verify that secondary students demonstrate conceptual understanding. <i>NCTM 5a</i>					
5.8b	Verify that secondary students demonstrate procedural fluency. <i>NCTM 5a</i>					
5.8c	Verify that secondary students demonstrate the ability to formulate, represent, and solve problems. <i>NCTM 5a</i>					
5.8d	Verify that secondary students demonstrate logical reasoning and continuous reflection on that reasoning. <i>NCTM 5a</i>					
5.8e	Verify that secondary students demonstrate productive disposition towards mathematics. <i>NCTM 5a</i>					
5.8f	Verify that secondary students demonstrate the application of mathematics in a variety of contexts within major mathematical domains. <i>NCTM 5a</i>					

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Domain 5: MATH Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.9	Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction. <i>NCTM 5c</i>					
5.10	Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. (In ways other than membership in organizations.) <i>NCTM 6a</i>					
5.11	Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections. <i>NCTM 6c</i>					
5.12	Develop knowledge, skills, and professional behaviors across middle or high school settings; examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics; and observe and analyze a range of approaches to mathematics teaching and learning, focusing on tasks, discourse, environment, and assessment. <i>NCTM 7c</i>					
5.13	TC plans for the learner use of current and emerging digital tools and other mathematics specific technologies to support 21st century learning. <i>NCTM 4e</i>					
5.14	TC facilitates <b>learner use</b> of current and emerging digital tools and other mathematics specific technologies to support 21 <sup>st</sup> century learning. <i>NCTM 4e</i>					

\* Both "Meets Expectations" and "Exceeds Expectations" are considered acceptable work for a teacher candidate. The "Exceeds Expectations" category should be used to distinguish work in the top 2% of all teacher candidates.

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for <b>math education</b>			

Describe at least one <b>math education</b> strength:	
List at least one <b>math education</b> goal:	

Internship II Evaluation Rubric

DOMAIN 1: PLANNING				
		Below Expectations	Meets Expectations	Exceeds Expectations
1.1	TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards.  InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)	Lesson plans or objectives do not meet expectations of the discipline in one of more of the following ways: Lesson plans or objectives do not align with unit goals or standards and/or learning experiences are out of alignment with objectives or do not ensure student engagement	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.	Lesson plans are <b>consistently</b> aligned with long-range goals. Learning experiences are designed to achieve stated objectives and to <b>maximize</b> student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, rigorous, and align with the standards.
		Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis: <i><b>NCTM 4b) Plan and create lessons that are developmentally appropriate, sequential, and challenging learning opportunities grounded in mathematics education research in which students are actively engaged in building new knowledge from prior knowledge and experiences</b></i>		
1.2	TC designs, selects, or modifies multiple methods of assessments that are aligned with lesson objectives.  InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	Assessments do not align with lesson objectives, or no assessments are identified. Accommodations are not planned or are inappropriate.	Informal or formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson. Plans appropriate assessment accommodations to meet individual learner needs.	Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives <b>and cognitive task</b> , and occur at various points during the lesson. <b>Assessments include verbal and/or written directions, models, prompts, etc. that clearly define learner expectations.</b> Plans appropriate assessment accommodations to meet individual learner needs.
		Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis: <i><b>NCTM 3f) Plan, select, implement, interpret, and use formative and summative assessments to inform instruction by reflecting on mathematical proficiencies essential for all students.</b></i>		
1.3	TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning.  InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	TC does not gather or examine student performance data or does not use data appropriately in the planning process.	TC gathers and uses learner performance data from multiple assessments to modify or determine lesson objectives and instructional plans.	TC gathers and uses <b>a variety</b> of learner performance data from multiple assessments to modify or determine lesson objectives <b>and</b> to modify instructional plans.
		Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis: <i><b>NCTM 3g) Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments.</b></i>		

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**DOMAIN 1: PLANNING**

		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
1.4	TC plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression.  InTASC 5; CAEP 1.5 SCTS 4.0- Instruction (Motivating Students; Activities and Materials)	TC plans lessons without including appropriate resources for learner use of digital tools to support problem solving or creative thought.	TC plans for safe and appropriate learner use of tools providing opportunities for problem solving, conducting research, and/or creative expression.	TC plans for safe and appropriate learner use of current and emerging digital tools providing <b>multiple</b> opportunities for problem solving, conducting research, <b>and</b> creative expression.
1.5	TC plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs.  InTASC 1, 7 CAEP 1.4 SCTS 4.0 – Instruction (Lesson Structure and Pacing); Planning (Instructional Plans)	Lesson plans are developmentally appropriate but do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.	Lesson plans are developmentally appropriate and include differentiation of teaching procedures/pacing to address specific, diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.	Lesson plans are developmentally appropriate, and include differentiation of <b>learning objectives</b> , teaching procedures/pacing, and/or <b>assessment methods</b> to address individual learning needs. Differentiation is based on <b>formal and informal assessment information</b> , IEPs, and/or 504 plans, as applicable.
<i>Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis: <b>NCTM 4c) Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.</b></i>				

**Domain 2: Instruction**

		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
2.1	TC effectively communicates appropriately challenging expectations to learners.  CAEP 1.4 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)	TC does not communicate expectations for what learners will know and be able to by the end of the lesson (or lesson series) and/or does not explain the purpose and relevance of the lesson content.	TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the content.	TC <b>makes connections to prior knowledge</b> 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.
<i>Lesson delivery meets expectations of the discipline by demonstrating the following on a regular basis: <b>NCTM 4d) Demonstrate equitable and ethical treatment of and high expectations for all students.</b></i>				

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Domain 2: Instruction					
		Below Expectations	Meets Expectations	Exceeds Expectations	
2.2	TC helps learners assume responsibility for their own learning.  SCTS 4.0 – Instruction (Activities and Materials)	TC takes full responsibility for setting learner goals, keeping learners on task, and evaluating their performance <i>without</i> facilitating the development of learner self-management strategies.	TC facilitates learner self-management (goal setting, task persistence, and self-reflection/evaluation).	TC facilitates learners' ability to <b>problem-solve when difficulties arise</b> , set goals, persist in independent task completion, and reflect on their learning.	
2.3	TC differentiates instruction to meet the needs of diverse learners.  CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)	TC uses a “one size fits all” approach to delivering instruction and assessing student performance.	To meet the needs of diverse learners, TC uses a variety of specific strategies for presenting content and engaging learners.	To meet the needs of diverse learners, the <b>TC differentiates what students are learning (content), how students are learning (engagement), and/or how students demonstrate understanding (assessment)</b> .	
Lesson delivery meets expectations of the discipline by demonstrating the following on a regular basis: <b>NCTM 4d) Demonstrate equitable and ethical treatment of and high expectations for all students.</b>					
2.4	TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.  InTASC 4; CAEP 1.3; SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students)	TC's presentation of content has misinformation and lacks clarity, and/or TC is unable to effectively address learner questions or misunderstandings related to content.	TC's presentation of content is clear, precise, and accurate. The TC uses content knowledge to field questions, make connections, and address misconceptions.	TC's presentation of content is clear, precise, accurate, and relevant to learners. TC uses content knowledge to field questions, address misconceptions, <b>and provide relevant examples to clarify answers.</b>	
Lesson delivery meets expectations of the discipline by demonstrating the following on a regular basis: <b>NCTM 3e) Implement techniques related to student engagement and communication including selecting high quality tasks, guiding mathematical discussions, identifying key mathematical ideas, identifying and addressing student misconceptions, and employing a range of questioning strategies.</b>					
2.5	TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences.  SCTS 4.0 – Instruction (Standards and Objectives; Teacher Content Knowledge; Student Work)	TC implements instruction in isolation with no reference or acknowledgment of prior learning. No attempt to teach for transfer of concepts or knowledge previous learned or related to current instruction.	TC uses prior learning to build on learner's content knowledge and to scaffold the learning experience. TC teaches for transfer by connecting familiar concepts to new instruction.	TC uses prior learning to scaffold the learning experiences, teaches for transfer by connecting familiar concepts to new instruction, <b>and challenges learners to apply prior learning or experiences to new instruction.</b>	
Lesson delivery meets expectations of the discipline by demonstrating the following on a regular basis: <b>NCTM 3d) Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace .</b>					

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Domain 2: Instruction				
		Below Expectations	Meets Expectations	Exceeds Expectations
2.6	TC measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria.  InTASC 6 SCTS 4.0 – Instruction (Standards and Objectives)	TC does not establish performance criteria for formative assessment or does not assess during instruction.	TC uses multiple formative assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. In addition, candidate provides opportunities for individual learners to self-check during the lesson.	TC uses a <b>variety</b> of formative assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. <b>In addition, candidate provides opportunities for individual learners to self-check during the lesson.</b>
<i>Lesson delivery meets expectations of the discipline by demonstrating the following on a regular basis: <b>NCTM 3g) Monitor students' progress, make instructional decisions, and measure students' mathematical understanding and ability using formative and summative assessments</b></i>				
2.7	TC effectively uses summative assessment strategies to determine mastery of learning and communicates results to students.  InTASC 6; CAEP 1.2 SCTS 4.0 – Instruction (Standards and Objectives)	TC relies on formative assessments alone to monitor and report student progress.	TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicates results to students.	TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicate results to students <b>including future steps for support or enrichment.</b>
2.8	TC implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking.  InTASC 6, 8 SCTS 4.0 – Instruction (Questioning; Thinking)	TC generally utilizes only one question type and alignment with lesson objectives is inconsistent. Response opportunity is limited to specific learners or learner groups.	TC regularly uses more than one question type to solicit various levels of thinking. Questions align with lesson objectives. Wait time is provided with equal response opportunity for most learners.	TC uses a <b>balanced mix</b> of question types that solicit various levels of thinking and align with lesson objectives. Wait time is provided with equal response opportunity for <b>all</b> learners.
2.9	TC provides specific and timely instructional feedback to students pertaining to stated outcomes.  InTASC 6 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)	TC provides general and motivational feedback unrelated to lesson objectives. For example, student is told that it was better without TC identifying why it was better.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on <b>either</b> class-wide or individual responses.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on <b>both</b> class wide <b>and</b> individual responses.

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Domain 2: Instruction				
		Below Expectations	Meets Expectations	Exceeds Expectations
2.10	TC facilitates safe and appropriate <i>learner use</i> of digital tools for problem solving, conducting research, and creative expression.  CAEP 1.5 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Thinking; Problem Solving; Student Work)	Digital tools are not used to support student learning or are used in an inappropriate/unsafe manner.	TC facilitates safe and appropriate learner use of current and emerging digital tools, providing opportunities for problem solving, conducting research, <b>or</b> creative expression.	TC facilitates safe and appropriate learner use of digital tools providing opportunities for problem solving, conducting research, <b>and</b> creative expression.
2.11	TC uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction/environment effectively.  SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)	TC consistently exhibits one or more of the following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).	TC demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing/sequence of the presentation, and using body language that encourages student engagement.	TC demonstrates effective and <b>strategic</b> teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. <b>In addition, TC moves throughout the space to maintain eye contact with students.</b>
2.12	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds.  CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)	TC exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds.	TC uses strategies that address the needs of individual learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture.	TC skillfully addresses cultural differences in <b>creative and varied ways</b> . If English learners are in the classroom, a variety of individual accommodations and modifications are made in <b>content, instruction, and assessment</b> .
		Performance meets meet expectations of the discipline by demonstrating the following on a regular basis: <b>NCTM 4c) Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students</b>		

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DOMAIN 3: ENVIRONMENT				
		Below Expectations	Meets Expectations	Exceeds Expectations
3.1	TC creates and maintains a safe educational environment that is conducive to learning.  SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment)	TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.	TC follows safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.	TC <b>develops and implements</b> safety procedures to promote learning, avoid distractions, and ensure safe use of materials.
3.2	TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures.  InTASC 2 SCTS 4.0 – Environment (Respectful Culture)	Responds with bias toward learners who differ by gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC tolerates bullying and/or disrespectful peer interactions.	TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC works to establish a bully-free environment and foster interactions which exhibit awareness of students' background and culture and are free from unhealthy conflict, sarcasm, and put-downs.	TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. The TC <b>implements proactive measures</b> which acknowledge and celebrate <b>ALL</b> students' background and culture. <b>TC holds students accountable for respecting</b> peer diversity and <b>maintaining</b> a bully-free environment; ensuring all interactions are free from unhealthy conflict, sarcasm, and put-downs.
		<p><i>Performance meets expectations of the discipline by demonstrating the following on a regular basis:</i>  <b><i>NCTM 4c) Incorporate knowledge of individual differences and the cultural and language diversity that exists within classrooms and include culturally relevant perspectives as a means to motivate and engage students.</i></b></p>		
3.3	TC creates environments that promote positive social interaction and collaboration in the learning environment.  InTASC 3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture)	TC solely focuses on learners working independently of one another. Attempts to use cooperative learning are ineffective and lack structure.	TC structures instructional and non-instructional routines and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and collaborative learning.	TC structures instructional and non-instructional routines and activities to support positive social interactions, productive teamwork, and collaborative learning. <b>TC deliberately structures group composition, assigns specific roles, and promotes group autonomy.</b>

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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 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)	TC implements ineffective, reactive classroom management strategies resulting in persistent problem behavior.	TC develops and implements strategies for setting behavioral, social, and academic expectations for active engagement. TC positively reinforces learners who meet those expectations and positively redirects learner behavior as needed.	In addition to meeting acceptable expectations, the TC is able to <b>adjust classroom management strategies during instruction and/or address the needs of individual learners.</b>	

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 SCTS 4.0 – Professionalism (School Responsibilities)	TC does not collaborate with caregivers and professionals or does so inappropriately.	TC collaborates and communicates appropriately with caregivers and school professionals (i.e. colleagues, administrators, and other student-oriented professionals) to enhance student learning and development. TC is an effective co-teacher.	TC collaborates appropriately with professionals <b>within and outside of the school community</b> to enhance student learning and development. TC is an effective co-teacher in both the <b>lead and/or supporting role.</b>	
4.2	TC maintains professional relationships with school personnel and students.  InTASC 10	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.	TC not only conducts self in a professional manner in and away from the school environment, <b>but takes initiative to establish relationships with school personnel</b> (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students.	
		<p><i>Performance meets expectations of the discipline by demonstrating the following on a regular basis:</i>  <b>NCTM 6b) Engage in continuous and collaborative learning that draws upon research in mathematics education to inform practice; enhance learning opportunities for all students' mathematical knowledge development; involve colleagues, other school professionals, families, and various stakeholders; and advance their development as a reflective practitioner.</b></p>			

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**DOMAIN 4: PROFESSIONALISM**

		<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
4.3	TC is a participant in school initiatives and supports school-related organizations and activities.  SCTS 4.0 – Professionalism (Reflecting on Teaching; Community Involvement)	TC does not regularly attend nor participate in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC does not actively support school-related organizations, such as PTA and school improvement council.	TC regularly attends and participates in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council.	TC <b>actively contributes</b> to departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. TC actively supports school-related organizations, such as PTA and school improvement council. TC actively supports extracurricular activities that contribute to the overall learning and development of students (i.e. clubs, student council, athletics, and cultural/artistic events).
4.4	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.	TC’s verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.	TC’s verbal communication is appropriate for students, caregivers, and professionals and reflects standard English conventions.	TC’s verbal communication <b>integrates professional vocabulary</b> which is appropriate for students, caregivers, and professionals and reflects standard English conventions.
4.5	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English.	TC’s external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., errors in writing mechanics and/or sentence structure,).	TC’s external written communication is appropriate for students, caregivers, and professionals and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure).	TC’s external written communication <b>is clear and ongoing</b> , appropriate for varied audiences, <b>occurs through various platforms</b> (website, email, notes, newsletters, etc.) and reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure) with <b>expert use of professional language</b> .
4.6	TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i> , and FERPA requirements and acts appropriately when faced with legal issues with children.*  InTASC 9	TC violates one or more of the school/district rules, <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.	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.	TC meets all requirements at the acceptable level and <b>demonstrates an advocacy position</b> when discussing or acting upon legal issues related to students.

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DOMAIN 4: PROFESSIONALISM				
		Below Expectations	Meets Expectations	Exceeds Expectations
4.7	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).  SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally)	TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.	TC comes to the classroom prepared for each day. TC organizes materials, lesson plans, and activities prior to implementation. Plans are discussed with the mentor teacher in advance.	TC is <b>consistently prepared</b> to teach each day and <b>displays a high degree of organization, creativity, and initiative</b> . Plans are discussed with the mentor teacher in advance.
4.8	TC is receptive to and incorporates professional learning and constructive feedback from school and university professionals.  SCTS 4.0 – Professionalism (Growing and Developing Professionally)	TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC is receptive to professional learning opportunities and constructive feedback. TC incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC <b>seeks professional learning opportunities and constructive feedback</b> . TC receives feedback in a mature manner and appropriately incorporates suggestions for change.
4.9	TC uses self-reflection to evaluate and improve professional practice.  InTASC 9 SCTS 4.0 – Professionalism (Reflecting on Teaching)	TC’s reflections include general statements not supported by specific examples and plans for change are not included.	TC’s reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning.	TC’s reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include <b>detailed explanations of strategies</b> that will be used to improve instruction and student learning.

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

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DOMAIN 5: Math Education				
		Below Expectations	Meets Expectations	Exceeds Expectations
5.1 <b>NCTM 3a)</b> Apply knowledge of curriculum standards for secondary mathematics and their relationship to student learning within and across mathematical domains.		The TC does not or rarely demonstrates in lessons plans and instruction.	The TC regularly and appropriately demonstrates in lessons plans and instruction.	The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher.
5.2 <b>NCTM 3b)</b> Analyze and consider research in planning for and leading students in rich mathematical learning experiences.		The TC does not or rarely demonstrates in lessons plans and instruction.	The TC regularly and appropriately demonstrates in lessons plans and instruction.	The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher.
5.3 <b>NCTM 3c)</b> Plan lessons and units to incorporate...	...a variety of strategies building all students' conceptual understanding and procedural proficiency.	The TC does not or rarely demonstrates in lessons plans.	The TC regularly and appropriately demonstrates in lessons plans.	The TC demonstrates in lessons plans at a level similar to a practicing teacher.
	...differentiated instruction for diverse populations building all students' conceptual understanding and procedural proficiency.	The TC does not or rarely demonstrates in lessons plans.	The TC regularly and appropriately demonstrates in lessons plans.	The TC demonstrates in lessons plans at a level similar to a practicing teacher.
	...mathematics-specific and instructional technologies in building all students conceptual understanding and procedural proficiency.	The TC does not or rarely demonstrates in lessons plans.	The TC regularly and appropriately demonstrates in lessons plans.	The TC demonstrates in lessons plans at a level similar to a practicing teacher.
5.4 <b>NCTM 3d)</b> Provide students with opportunities to communicate about mathematics and make connections among mathematics, other content areas, everyday life, and the workplace.		The TC does not or rarely demonstrates in lessons plans and instruction.	The TC regularly and appropriately demonstrates in lessons plans and instruction.	The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher.
5.5 <b>NCTM 3e)</b> Implement techniques related to student engagement and communication including...	...selecting high quality tasks	The TC does not or rarely demonstrates in instruction.	The TC regularly and appropriately demonstrates in instruction.	The TC demonstrates in instruction at a level similar to a practicing teacher.
	...guiding mathematical discussions	The TC does not or rarely demonstrates in instruction.	The TC regularly and appropriately demonstrates in instruction.	The TC demonstrates in instruction at a level similar to a practicing teacher.
	...identifying key mathematical ideas	The TC does not or rarely demonstrates in instruction.	The TC regularly and appropriately demonstrates in instruction.	The TC demonstrates in instruction at a level similar to a practicing teacher.
	...identifying and addressing student misconceptions	The TC does not or rarely demonstrates in instruction.	The TC regularly and appropriately demonstrates in instruction.	The TC demonstrates in instruction at a level similar to a practicing teacher.
	...employing a range of questioning strategies	The TC does not or rarely demonstrates in instruction.	The TC regularly and appropriately demonstrates in instruction.	The TC demonstrates in instruction at a level similar to a practicing teacher.
5.6 <b>NCTM 4a)</b> Exhibit knowledge of adolescent learning, development, and behavior and demonstrate a positive disposition toward mathematical processes and learning.		The TC does not or rarely demonstrates in lessons plans and instruction.	The TC regularly and appropriately demonstrates in lessons plans and instruction.	The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher.
5.7 <b>NCTM 4e)</b> Apply mathematical content and	manipulatives and physical models	The TC does not or rarely demonstrates in lessons plans and instruction.	The TC regularly and appropriately demonstrates in lessons plans and instruction.	The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher.

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DOMAIN 5: Math Education				
		Below Expectations	Meets Expectations	Exceeds Expectations
pedagogical knowledge to select and use instructional tools and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.	drawings	The TC does not or rarely demonstrates in lessons plans and instruction.	The TC regularly and appropriately demonstrates in lessons plans and instruction.	The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher.
	virtual environments	The TC does not or rarely demonstrates in lessons plans and instruction.	The TC regularly and appropriately demonstrates in lessons plans and instruction.	The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher.
	spreadsheets	The TC does not or rarely demonstrates in lessons plans and instruction.	The TC regularly and appropriately demonstrates in lessons plans and instruction.	The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher.
	presentation tools	The TC does not or rarely demonstrates in lessons plans and instruction.	The TC regularly and appropriately demonstrates in lessons plans and instruction.	The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher.
	mathematics-specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages)	The TC does not or rarely demonstrates in lessons plans and instruction.	The TC regularly and appropriately demonstrates in lessons plans and instruction.	The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher.
5.8 <b>NCTM 5a)</b> Verify that secondary students demonstrate ...	...conceptual understanding	The TC does not or rarely demonstrates in instruction.	The TC regularly and appropriately demonstrates in instruction.	The TC demonstrates in instruction at a level similar to a practicing teacher.
	...procedural fluency	The TC does not or rarely demonstrates in instruction.	The TC regularly and appropriately demonstrates in instruction.	The TC demonstrates in instruction at a level similar to a practicing teacher.
	...the ability to formulate, represent, and solve problems	The TC does not or rarely demonstrates in instruction.	The TC regularly and appropriately demonstrates in instruction.	The TC demonstrates in instruction at a level similar to a practicing teacher.
	...logical reasoning and continuous reflection on that reasoning	The TC does not or rarely demonstrates in instruction.	The TC regularly and appropriately demonstrates in instruction.	The TC demonstrates in instruction at a level similar to a practicing teacher.
	...productive disposition toward mathematics	The TC does not or rarely demonstrates in instruction.	The TC regularly and appropriately demonstrates in instruction.	The TC demonstrates in instruction at a level similar to a practicing teacher.
	...the application of mathematics in a variety of contexts within major mathematical domains	The TC does not or rarely demonstrates in instruction.	The TC regularly and appropriately demonstrates in instruction.	The TC demonstrates in instruction at a level similar to a practicing teacher.
5.9 <b>NCTM 5c)</b> Collect, organize, analyze, and reflect on diagnostic, formative, and summative assessment evidence and determine the extent to which students' mathematical proficiencies have increased as a result of their instruction.		The TC does not use assessment in discussions of lessons and lesson planning process.	The TC regularly and appropriately demonstrates in discussions of lessons and lesson planning process.	The TC demonstrates in discussions of lessons and lesson planning process at a level similar to a practicing teacher.
5.10 <b>NCTM 6a)</b> Take an active role in their professional growth by participating in professional development experiences that directly relate to the learning and teaching of mathematics. (In ways other than membership in organization as measured above.)		No opportunities were available through the school and the TC did not seek other opportunities.	The TC participated (as available) more than once during the semester.	The TC participated in most available development opportunities during the semester.

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DOMAIN 5: Math Education			
	Below Expectations	Meets Expectations	Exceeds Expectations
5.11 <b>NCTM 6c)</b> Utilize resources from professional mathematics education organizations such as print, digital, and virtual resources/collections.	The TC does not or rarely demonstrates in lessons plans and instruction.	The TC regularly and appropriately demonstrates in lessons plans and instruction.	The TC demonstrates in lessons plans and instruction at a level similar to a practicing teacher.
5.12 <b>NCTM 7c)</b> Develop knowledge, skills, and professional behaviors across middle or high school settings; examine the nature of mathematics, how mathematics should be taught, and how students learn mathematics; and observe and analyze a range of approaches to mathematics teaching and learning, focusing on tasks, discourse, environment, and assessment.	The TC has not developed at an acceptable rate to indicate readiness for entering the teaching field.	The TC consistently develops appropriate growth across the internship experience.	The TC reaches a level similar to a practicing teacher.
5.13 TC <b>plans for</b> the learner use of current and emerging digital tools and other mathematics specific technologies to support 21st century learning.	TC plans lessons without including the use of current and emerging digital tools and other mathematics specific technologies to support student learning.	TC plans for the learner use of current and emerging digital tools and other mathematics specific technologies providing opportunities for problem solving, conducting research, or creative expression.	TC plans for the learner use of current and emerging digital tools and other mathematics specific technologies providing multiple opportunities for problem solving, conducting research, and creative expression.
	<p><i>Lesson plans meet expectations of the discipline by demonstrating the following on a regular basis:</i>  <b>NCTM 4e)</b> <i>Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics - specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages ); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools .</i></p>		
5.14 TC <b>facilitates</b> learner use of current and emerging digital tools and other mathematics specific technologies to support 21 <sup>st</sup> century learning.	Current and emerging digital tools and other mathematics specific technologies are not used to support student learning.	TC facilitates learner use of current and emerging digital tools and other mathematics specific technologies, providing opportunities for problem solving, conducting research, <b>or</b> creative expression.	TC facilitates learner use of current and emerging digital tools and other mathematics specific technologies providing opportunities for problem solving, conducting research, <b>and</b> creative expression.
	<p><i>Lesson delivery meet expectations of the discipline by demonstrating the following on a regular basis:</i>  <b>NCTM 4e)</b> <i>Apply mathematical content and pedagogical knowledge to select and use instructional tools such as manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics - specific technologies (e.g., graphing tools, interactive geometry software, computer algebra systems, and statistical packages ); and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools .</i></p>		