**Assessment 4: Early Childhood (PreK-3) Candidate Internship Evaluation Report**

**a. Description of Assessment:**

This assessment is the culminating assessment for the candidate’s year-long Internship. It is completed jointly by the Cooperating Teacher/Clinical Faculty and University Supervisor. The Candidate Internship Evaluation Report is completed following each of the 3 Internship semesters but only the final, 3rd semester report is used in Assessment 4.

**b. Alignment of Assessment with NAEYC Standards:**

The **NAEYC Program Standards** for the Candidate Internship Evaluation Report include, but are not limited to, the following:

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING (Related to assignment component: Lesson Planning)

1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8. 1b: Knowing and understanding the multiple influences on early development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

Standard 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS (Related to assignment component: Lesson Planning)

2a: Knowing about and understanding diverse family and community characteristics

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES (Related to assignment component: Instruction)

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES (Related to assignment component: Lesson Planning & Environment)

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM (Related to assignment component: Lesson Planning and Early Childhood Content Knowledge)

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL (Related to assignment component: Professional)

6a: Identifying and involving oneself with the early childhood field 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education 6e: Engaging in informed advocacy for young children and the early childhood profession

**c. Brief Analysis of Data Findings:** This is a new assessment. Data will be collected beginning in Summer 2019 and continue every semester thereafter.

**d. Interpretation of How Data Provides Evidence for Meeting Standards:** Data will be reported beginning with the conclusion of the Summer 2019 semester.

**Part 2 – Assessment Documentation:**

**e. Candidate Assignment Directions:** Candidate Evaluation Report is to be completed by your Cooperating Teacher/Clinical Faculty and University Supervisor on or prior to the date listed in your Student Teaching Handbook. The signed form is due to the Office of Clinical Experiences by the assigned date each semester of your Internship.

**PreK-Grade 3 Initial Licensure**

**Candidate Internship Evaluation Report – Semester 1; Semester 2; Semester 3/Final**

**Old Dominion University**

|  |  |
| --- | --- |
| Teacher Candidate Name: | Date: |
| School: | Grade: |
| Cooperating Teacher/Clinical Faculty Name: | University Supervisor Name: |

|  |  |  |
| --- | --- | --- |
| **OBSERVATIONS** | Lesson Content/Topic | Date |
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| **EVALUATION OUTCOMES** *– place a check in the appropriate box for each domain* | Exceeds Expectations | Meets Expectations | Below Expectations |
| Short Range Planning |  |  |  |
| Instruction |  |  |  |
| Environment |  |  |  |
| Professionalism |  |  |  |
| Early Childhood Education |  |  |  |

A teacher candidate must score a “Meets Expectations” rating or above in each performance domain to be scored as **Satisfactory** to continue on in Semesters 2 & 3 of the Internship year..

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.*

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| --- | --- | --- |
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| Teacher Candidate | Cooperating Teacher/Clinical Faculty | University Supervisor |

**Directions**: Please refer to the **Candidate Internship Evaluation Report 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” this column should be used if a candidate has not yet had the opportunity to demonstrate a competency during Semesters 1 & 2. Provide rating explanations under “Supporting Documentation and Evidence”.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Domain 1: **LESSON PLANNING** | | **EE** | **ME** | **BE** | **NO** | **SUPPORTING DOCUMENTATION and EVIDENCE** |
| 1 | TC plans developmentally appropriate standards-based lessons in accordance with the requirements of the discipline. |  |  |  |  |  |
| 2 | TC designs, selects, or modifies meaningful assessments that are aligned with lesson objectives. |  |  |  |  |  |
| 3 | TC uses student performance data to guide instructional planning. |  |  |  |  |  |

Overall rating for **lesson planning** [circle one]: **Exceeds Expectations, Meets Expectations,** or **Below Expectations.**

Describe at least one **lesson** **planning** strength:

List at least one **lesson planning** goal:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domain 2: INSTRUCTION** | | **EE** | **ME** | **BE** | **NO** | **SUPPORTING DOCUMENTATION and EVIDENCE** |
| 4 | TC communicates to the students (a) what they are expected to learn (i.e., to know and be able to do) and (b) the overall purpose and relevance (i.e., why they are expected to know and/or be able to do it). |  |  |  |  |  |
| 5 | TC demonstrates a command of the content taught. |  |  |  |  |  |
| 6 | TC assesses student learning during instruction by using a variety of formative assessment strategies. |  |  |  |  |  |
| 7 | TC uses current and emerging digital tools to enhance student learning. |  |  |  |  |  |
| 8 | TC provides specific and timely instructional feedback to students pertaining to stated outcomes. |  |  |  |  |  |
| 9 | TC uses informal and formal assessments to guide instruction and provide feedback to students. |  |  |  |  |  |
| 10 | TC employs literacy strategies that assist learners in accessing content in their discipline. |  |  |  |  |  |
| 11 | TC uses appropriate voice tone, inflection, and nonverbal communication to manage instruction effectively. |  |  |  |  |  |
| 12 | TC implements strategies that address the needs of students from diverse cultural and/or linguistic backgrounds. |  |  |  |  |  |

Overall rating for **instruction** [circle one]: **Exceeds Expectations, Meets Expectations,** or **Below Expectations.**

Describe at least one **instruction** strength:

List at least one **instruction** goal:

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| --- | --- | --- | --- | --- | --- | --- |
| **Domain 3: ENVIRONMENT** | | **EE** | **ME** | **BE** | **NO** | **SUPPORTING DOCUMENTATION and EVIDENCE** |
| 13 | TC maintains a physically safe classroom that is conducive to learning. |  |  |  |  |  |
| 14 | TC maintains a caring, fair, and equitable classroom environment. |  |  |  |  |  |
| 15 | TC uses proactive classroom management strategies that promote positive behaviors and active engagement. |  |  |  |  |  |
| 16 | TC promotes a developmentally appropriate learning environment that incorporates opportunities for play and learning through play |  |  |  |  |  |

Overall rating for **environment** [circle one]: **Exceeds Expectations, Meets Expectations,** or **Below Expectations.**

Describe at least one **environment** strength:

List at least one **environment** goal:

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| **Domain 4: PROFESSIONALISM** | | **EE** | **ME** | **BE** | **NO** | **SUPPORTING DOCUMENTATION and EVIDENCE** |
| 17 | TC effectively co-teaches with the mentor teacher. |  |  |  |  |  |
| 18 | TC establishes professional relationships with school personnel and students. |  |  |  |  |  |
| 19 | TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English. |  |  |  |  |  |
| 20 | TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English. |  |  |  |  |  |
| 21 | TC adheres to the university and school/district rules and all federal and state requirements and acts appropriately when faced with legal issues and/or sensitive information about children. |  |  |  |  |  |
| 22 | TC is receptive to constructive criticism from cooperating teacher, university supervisor, and administrators and incorporates feedback. |  |  |  |  |  |
| 23 | TC uses self-reflection to evaluate and improve professional practice. |  |  |  |  |  |
| 24 | TC is a member of a state or national professional educator organization. |  |  |  |  |  |
| 25 | TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management). |  |  |  |  |  |

Overall rating for **professionalism** [circle one]: **Exceeds Expectations, Meets Expectations,** or **Below Expectations.**

Describe at least one **professionalism** strength:

List at least one **professionalism** goal:

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| --- | --- | --- | --- | --- | --- | --- |
| **Domain 5: Early Childhood Education** | | **EE** | **ME** | **BE** | **NO** | **SUPPORTING DOCUMENTATION and EVIDENCE** |
| 26 | **Literacy/Language Arts**: Integrates listening, speaking, reading, and writing across a developmental continuum in a developmentally appropriate manner that respects each child. Uses an integrated approach to include content from other disciplines. |  |  |  |  |  |
| 27 | **Science:** Engages students in simple investigations, including making predictions, gathering and interpreting data, recognizing simple problems and drawing conclusions in developmentally appropriate manner that respects each child. Uses an integrated approach to include content from other disciplines. |  |  |  |  |  |
| 28 | **Mathematics:** Engages students in experiences that include numbers/number sense, computation, geometry/spatial sense, measurement, data collection/statistics, and patterns and relationships in developmentally appropriate manner that respects each child. Uses an integrated approach to include content from other disciplines. |  |  |  |  |  |
| 29 | **Social Studies:** Provides experiences in geography, history, economics, and social relations/civics in developmentally appropriate manner that respects each child Uses an integrated approach to include content from other disciplines. |  |  |  |  |  |

Overall rating for **Early Childhood Education** [circle one]: **Exceeds Expectations, Meets Expectations,** or **Below Expectations.**

Describe at least one **Early Childhood Education** strength:

List at least one **Early Childhood Education** goal:

**f. NAEYC Scoring Guide:**

**PreK-Grade 3 Initial Licensure**

**Candidate Internship Evaluation Report Scoring Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain – Planning** | **Exceeds Expectations** | **Meets Expectations** | **Below Expectations** |
| **Lesson Planning** |  |  |  |
| STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING:  1a: Knowing and understanding young children’s characteristics and needs, from birth through age 8. 1b: Knowing and understanding the multiple influences on early development and learning 1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children  STANDARD 2: BUILDING FAMILY AND COMMUNITY RELATIONSHIPS  2a: Knowing about and understanding diverse family and community characteristics  STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES  4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches  STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM  5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. | Lesson plans are directly aligned with long-range goals, are reflective of the children and community, and include measurable objectives, developmentally appropriate learning experiences aligned with the objectives, procedures for ensuring student engagement, and **differentiation for individual learners**. Lesson plans meet expectations of the discipline. | Lesson plans are aligned with long-range goals, are reflective of the children and community, and include measurable objectives, developmentally appropriate learning experiences aligned with the objectives, and procedures for ensuring student engagement. Lesson plans meet expectations of the discipline. | Lesson plans do not align with unit goals. Some learning experiences included in the lessons do not meet any identified objectives or are developmentally inappropriate. Learning experiences are passive and do not ensure student engagement. Lesson plans do not meet expectations of the discipline. |
| Lesson assessments are meaningful, align with lesson objectives, and occur at **various points during the lesson and/or are differentiated to meet individual needs of learners**. | Lesson assessments are meaningful and align with lesson objectives and occur at least once during the lesson. | Lesson assessments do not align with lesson objectives, or no assessments are identified. |
| TC demonstrates an extensive ***understanding of the goals, benefits, and uses of assessment*** by using  a **relevant and thorough analysis** of student performance data (from previous assessments or pre-assessment) to determine lesson objectives **and** instructional strategies. | TC demonstrates an ***understanding of the goals, benefits, and uses of assessment*** by using student performance data (from previous assessments or pre-assessment) to determine lesson objectives or instructional strategies. | TC’s demonstrates a lack of ***understanding of the goals, benefits, and uses of assessment*** by failure to gather or examine student performance data or does not use data appropriately in the planning process. |
| **Domain 2: Instruction** | **Exceeds Expectations** | **Meets Expectations** | **Below Expectations** |
| STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES  3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children 3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities. 3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments | TC consistently sets expectations for what students will know and be able to do by the end of the lesson while explaining the purpose and relevance of the lesson content. | TC frequently sets expectations for what students will know and be able to do by the end of the lesson while explaining the purpose and relevance of the lesson content. | TC does not set expectations for what students will know and be able to by the end of the lesson and/or does not explain the purpose and relevance of the lesson content. |
| TC demonstrates extensive ***understanding of content knowledge and resources in academic disciplines*** and presents content in a clear, precise, and accurate manner. The TC uses content knowledge to accurately field student questions and address misconceptions. | TC demonstrates general ***understanding of content knowledge and resources in academic disciplines*** and presents content in a clear, precise, and accurate manner. | TC lacks demonstration of an ***understanding of content knowledge and resources in academic discipline.*** Presentation ofcontent has misinformation and lacks clarity. |
| TC ***knows about and uses*** ***observation, documentation, and other appropriate assessment tools and approaches through*** a **variety** of formative assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria throughout the instructional episode. | TC ***knows about and uses*** ***observation, documentation, and other appropriate assessment tools and approaches through*** formative assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria throughout the instructional episode. | TC ***does not*** ***know about and/or use*** ***observation, documentation, and other appropriate assessment tools and approaches or*** establish performance criteria for formative assessment and/or does not assess during the instructional episode. |
| TC uses ***effective strategies and*** digital ***tools*** to support content presentation, engage students in learning activities, and facilitate content mastery. **TC and students** ***use technology*** to enhance the learning experience. | TC uses ***effective strategies and*** digital ***tools*** to support content presentation, engage students in learning activities, and facilitate content mastery. TC or students ***use technology*** to enhance the learning experience. | TC uses ***strategies and*** digital ***tools***, but the use of the digital tools does not enhance content presentation, engagement of students or facilitate content mastery. Only TC uses the technology. |
| TC ***knows about and uses observation, documentation, and other appropriate assessment tools and approaches and*** provides specific, corrective, and timely instructional feedback to students related to lesson objectives. Feedback is based on both class-wide **and** individual responses. | TC ***knows about and uses observation, documentation, and other appropriate assessment tools and approaches and*** provides specific, corrective, and timely instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses. | TC ***does not know about and/or use observation, documentation, and other appropriate assessment tools and approaches and/or*** 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 ***understands and practices responsible assessment to promote positive outcomes for each child and*** **effectively modifies** instruction and/or learning tasks based on student responses, informal, or formal assessments. Modifications may include things such as choosing alternative instructional strategies, re-teaching, modifying instructional sequence, restating the questions, providing additional explanation, etc. | TC ***understands and practices responsible assessment to promote positive outcomes for each child and*** attempts to modify instruction and/or learning tasks based on student responses, informal, or formal assessments. Modifications may include things such as choosing alternative instructional strategies, re-teaching, modifying instructional sequence, restating the questions, providing additional explanation, etc. | TC does not ***understand and practice responsible assessment to promote positive outcomes for each child and*** attempt to modify instruction and/or learning tasks based on student responses, informal, or formal assessments. |
| TC ***knows and models*** appropriate **and varied** content-specific literacy strategies involving print (reading, writing) and non-print (speaking, listening, viewing, visually representing) to assist learners in accessing content in their discipline. | TC ***knows and*** models appropriate content-specific literacy strategies involving print (reading, writing) and non-print (speaking, listening, viewing, visually representing) to assist learners in accessing content in their discipline. | TC’s use of content-specific literacy strategiesis limited or inappropriate. |
| TC ***understands that positive interactions are foundational for work with young children and consistently*** demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. | TC ***understands that positive interactions are foundational to work with young children and frequently*** demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. | TC ***does not understand that positive interactions are foundational to work with young children and*** 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 individualizes the use of a **variety** of strategies **specific to each lesson** that address the needs of students from diverse cultural and/or linguistic backgrounds including such strategies as providing examples from different cultures or using multiple methods for presenting content. | TC uses strategies that address the needs of students from diverse cultural and/or linguistic backgrounds including such strategies as providing examples from different cultures or using multiple methods for presenting content. | TC exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds. |
| **Domain 3: Environment** | **Exceeds Expectations** | **Meets Expectations** | **Below Expectations** |
| STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES  4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children 4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology 4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches | TC ***maintains healthy, respectful, supportive and challenging learning environments,*** follows safety procedures and **makes appropriate adjustments** **to the physical environment** to promote learning, avoid distractions, and ensure safe use of materials. | TC ***maintains healthy, respectful, supportive and challenging learning environments and*** follows the mentor teacher’s safety procedures to physically arrange the classroom to promote learning, avoid distractions, and ensure safe use of materials | TC ***does not*** ***maintain healthy, respectful, supportive and challenging learning environments and/or*** follow safety procedures, which results or could result in lack of learning and/or student harm. |
| TC demonstrates reflective and critical perspectives in education by responding positively to student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status. **The TC considers proactive measures to foster classroom community and respect for diversity.** | TC demonstrates reflective and critical perspectives in education by responding positively to student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status. | TC ***does not*** demonstrate reflective and critical perspectives in education and responds with bias toward students who differ by gender, ethnicity, exceptionality, sexual orientation, or social economic status. |
| TC ***uses a broad repertoire of developmentally appropriate management strategies and* follows and** **makes appropriate adjustments to** the mentor teacher’s proactive procedures for setting behavioral, social, and academic expectations for active engagement, positively reinforcing students who meet those expectations and positively redirecting student behavior as needed. | TC ***uses a broad repertoire of developmentally appropriate management strategies and*** follows the mentor teacher’s proactive procedures for setting behavioral, social, and academic expectations for active engagement, positively reinforcing students who meet those expectations, and positively redirecting student behavior as needed. | TC ***does not use a broad repertoire of developmentally appropriate management strategies and*** implements ineffective, reactive classroom management strategies resulting in persistent problem behavior. |
| TC **follows and makes appropriate adjustments to** the mentor teacher’s procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions. | TC follows the mentor teacher’s procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions. | TC implements ineffective procedures for managing routines and transitions resulting in reduced active engagement in instructional activities and increased problem behavior. |
| **Domain 4: Professional** | **Exceeds Expectations** | **Meets Expectations** | **Below Expectations** |
| STANDARD 6. BECOMING A PROFESSIONAL  6a: Identifying and involving oneself with the early childhood field 6b: Knowing about and upholding ethical standards and other early childhood professional guidelines 6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource. 6d: Integrating knowledgeable, reflective, and critical perspectives on early education 6e: Engaging in informed advocacy for young children and the early childhood profession | TC ***engages in continuous, collaborative learning to inform practice when*** planning with the mentor teacher and implementing co-taught lessons. | TC ***engages in continuous, collaborative learning to inform practice by following*** the guidance of the mentor teacher to plan and implement co-taught lessons. | TC does not ***engage in continuous, collaborative learning to inform practice*** and does not co-teach with the mentor teacher. |
| TC not only conducts self in a professional manner**, but, also takes initiative to establish positive relationships with school personne**l (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students. | TC conducts self in a professional manner ***s*** when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students. | 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’*s*** verbal communication **integrates professional vocabulary** which is appropriate for students and professionals and reflects standard English conventions. | **TC’s**verbal communication is appropriate for students and professionals and reflects standard English conventions. | **TC’s**verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions. |
| **TC’s** external written communication is **clear**, **appropriate for varied audience**s, and reflects standard English conventions (i.e., **with no errors in writing mechanics and sentence structure**). | **TC’s** external written communication is appropriate for students and professionals and reflects standard English conventions (i.e., very few errors in writing mechanics and sentence structure). | **TC’s**external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., frequent or substantive errors in writing mechanics and/or sentence structure). |
| ***TC*** ***knows about and upholds ethical guidelines and other professional standards*** and meets all requirements at the acceptable level and **acts as an advocate*,* when appropriate**, when faced with legal issues with children the TC serves. | ***TC knows about and upholds ethical guidelines and other professional standards*** and conforms to school/district rules as well as the *Standards of Conduct for South Carolina Educators.* The TC observes confidentiality of student information (FERPA)*.* The TC acts appropriately when faced with legal issues facing the children he/she serves. | TC lacks knowledge of ***ethical guidelines and other professional standards*** and violates the school/district rules, *Standards of Conduct for South Carolina Educators,* or FERPA requirements, and/or the TC’s lack of actions on legal issues involves harm to the children served. |
| TC **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). |
| TC ***shows evidence of reflective approaches to their work.* Reflections provide a** **detailed analysis** of student learning supported by evidence (e.g., assessment data, observation, student behavior). Reflections include **specific strategies** for improving instruction and student learning. | TC ***shows evidence of reflective approaches to their work.*** Reflectionsinclude specific statements supported by evidence (e.g., assessment data, observation, student behavior) with suggestions to improve instruction and student learning. | TC ***does not show evidence of reflective approaches to their work.***  Reflections include general statements not supported by specific examples and plans for change are not included. |
| TC is **active in state or national professional organizations.** Examples include presentations at state or local conferences or leadership in a student chapter of the professional organization. | TC is a member of a state or national professional educator organization. | TC is not a member of a state or national professional educator organization. |
| TC is **consistently prepared** to teach each day and **displays a high degree of planning, organization, creativity, and initiativ**e. Plans are prepared in advance and discussed with mentor teacher. | TC comes to the classroom prepared for each day. TC prepares plans in advance and discusses them with the mentor teacher. TC is organizes materials and activities in advance. | 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. |
| **Early Childhood Content Knowledge** | **Exceeds Expectations** | **Meets Expectations** | **Below Expectations** |
| STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM  5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies. 5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. | Instruction and plans reflect a strong knowledge of the Language Arts content. Standards are addressed within lessons. Connections between Literacy/Language Arts and other disciplines are frequently made. | Instruction and plans reflect an understanding of Language Arts content and address the standards. TC is beginning to make connections between Language Arts and other disciplines in plans. | Instruction and plans do not reflect an understanding of Language Arts content. Standards are not adequately addressed. Connections between Language Arts and other disciplines are not made. |
| Instruction and plans reflect a strong knowledge of the Science content. Standards are addressed within lessons. Connections between Science and other disciplines are frequently made. | Instruction and plans reflect an understanding of Science content and address the standards. TC is beginning to make connections between science and other disciplines in lessons. | Instruction and plans do not reflect an understanding of Science content. Standards are not addressed. Connections between Sciences and other disciplines are not made. |
| Instruction and plans reflect a strong knowledge of the Mathematics content. Standards are addressed within lessons. Connections between Mathematics and other disciplines are frequently made. | Instruction and plans reflect an understanding of Math content and address the standards. TC is beginning to make connections between Mathematics and other disciplines in lessons. | Instruction and plans do not reflect an understanding of Mathematics content. Standards are not adequately addressed. Connections between Mathematics and other disciplines are not made. |
| Instruction and plans reflect a strong knowledge of the Social Studies content. Standards are addressed within lessons. Connections between Social Studies and other disciplines are frequently made. | Instruction and plans reflect an understanding of Social Studies content and address the standards. TC is beginning to make connections between Social Studies and other disciplines in lessons. | Instruction and plans do not reflect an understanding of Social Studies content. Standards are not adequately addressed. Connections between Social Studies and other disciplines are not made. |

\* Rubric modified for use from Winthrop University

**g. Candidate Data Chart:**

Will be available following the Summer 2019 semester.