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| **Student Teacher Name: University Supervisor Name: Date:** | | | | |
| **South Carolina Teaching Standards Rubric**  **:** | | | | |
| **Instruction** | | | | |
|  | **Exemplary (4)** | **Proficient (3)** | **Needs Improvement (2)** | **Unsatisfactory (1)** |
| **Description of Qualifying Measures** | | **Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.** | **Some Evidence of Student Centered Learning/ Student Ownership of Learning**  **– Teacher Facilitates the Learning** | **Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.** | **Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning** |
| **Standards and Objectives** | * All learning objectives and state content standards are explicitly communicated. * Sub-objectives are aligned and logically sequenced to the lesson’s major objective. * Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. * Expectations for each student’s performance are clear, demanding, and high. * State standards are displayed, referenced throughout the lesson with explanations. * There is evidence that most students demonstrate mastery of the objective. | * Most learning objectives and state content standards are communicated. * Sub-objectives are mostly aligned to the lesson’s major objective. * Learning objectives are connected to what students have previously learned. * Expectations for student performance are clear, demanding and high. * State standards are displayed and referenced in the lesson. * There is evidence that most students demonstrate mastery of the objective. | * Some learning objectives and state content standards are communicated. * Sub-objectives are sometimes aligned to the lesson’s major objective. * Learning objectives are not clearly connected to what students have previously learned. * Expectations for student performance are clear. * State standards are appropriately displayed * There is evidence that some of the students demonstrate mastery of the objective. | * Learning objectives and state content standards are not communicated. * Sub-objectives are rarely aligned to the lesson’s major objective. * Learning objectives are rarely connected to what students have previously learned. * Expectations for student performance are vague. * State standards are not appropriately displayed. * There is evidence that few students demonstrate mastery of the objective. |
| **Motivating Students** | * The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. * The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. * The teacher consistently reinforces and rewards effort. | * The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students. * The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. * The teacher regularly reinforces and rewards effort. | * The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. * The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. * The teacher sometimes reinforces and rewards effort. | * The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. * The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. * The teacher rarely reinforces and rewards effort. |
| **Presenting Instructional Content** | Presentation of content always includes:   * visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. * Explicit examples, illustrations, analogies, and labels for new concepts and ideas. * modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. * concise communication. * logical sequencing and segmenting. * all essential information. * no irrelevant, confusing, or non- essential information. | Presentation of content most of the time includes:   * visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. * examples, illustrations, analogies, and labels for new concepts and ideas. * modeling by the teacher to demonstrate his or her performance expectations. * concise communication. * logical sequencing and segmenting. * all essential information. * no irrelevant, confusing, or non- essential information. | Presentation of content sometimes includes:   * visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson * examples, illustrations, analogies, and labels for new concepts and ideas. * modeling by the teacher to demonstrate his or her performance expectations. * concise communication. * logical sequencing and segmenting. * all essential information * no irrelevant, confusing, or non- essential information. | Presentation of content rarely includes:   * visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. * examples, illustrations, analogies, and labels for new concepts and ideas. * modeling by the teacher to demonstrate his or her performance expectations. * concise communication. * logical sequencing and segmenting. * all essential information. * no irrelevant, confusing, or non- essential information. |

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| **Lesson Structure and Pacing** | * The lesson starts promptly. * The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection. * Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. * Routines for distributing materials are seamless. * No instructional time is lost during transitions. | * The lesson starts promptly. * The lesson's structure is coherent, with a beginning, middle, and end and reflection. * Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. * Routines for distributing materials are efficient. * Little instructional time is lost during transitions. | * The lesson starts somewhat promptly. * The lesson's structure is coherent, with a beginning, middle, and end. * Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates. * Routines for distributing materials are efficient. * Instructional time is lost during transitions. | * The lesson does not start promptly. * The lesson has a structure, but may be missing closure or introductory elements. * Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates. * Routines for distributing materials are inefficient. * Considerable time is lost during transitions. |
| **Activities**  **and Materials** | Activities and materials include all of the following:   * support the lesson objectives. * are challenging. * sustain students’ attention. * elicit a variety of thinking. * provide time for reflection. * are relevant to students’ lives. * provide opportunities for student to student interaction. * induce student curiosity and suspense. * provide students with choices. * incorporate multimedia and technology which enhances student learning and thinking. * incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). * In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self- direction and self-monitoring. | Activities and materials include most of the following:   * support the lesson objectives. * are challenging. * sustain students’ attention. * elicit a variety of thinking. * provide time for reflection. * are relevant to students’ lives. * provide opportunities for student to student interaction. * induce student curiosity and suspense. * provide students with choices. * incorporate multimedia and technology. * incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). | Activities and materials include some of the following:   * support the lesson objectives. * are challenging. * sustain students’ attention. * elicit a variety of thinking. * provide time for reflection. * are relevant to students’ lives. * provide opportunities for student to student interaction. * induce student curiosity and suspense. * provide students with choices. * incorporate multimedia and technology. * incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). | Activities and materials include few of the following:   * support the lesson objectives. * are challenging. * sustain students’ attention. * elicit a variety of thinking. * provide time for reflection. * are relevant to students’ lives. * provide opportunities for student to student interaction. * induce student curiosity and suspense. * provide students with choices. * incorporate multimedia and technology. * incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc). |

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| **Questioning** | Teacher questions are varied and high quality providing a consistently balanced mix of question types:   * knowledge and comprehension, * application and analysis, and * creation and evaluation. * Questions are consistently purposeful and coherent. * A high frequency of questions is asked. * Questions are consistently sequenced with attention to the instructional goals. * Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). * Wait time (3-5 seconds) is consistently provided. * The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. * Students generate higher order questions that lead to further inquiry and self-directed learning. | Teacher questions are varied and high quality providing a balanced mix of question types:   * knowledge and comprehension, * application and analysis, and * creation and evaluation. * Questions are usually purposeful and coherent. * A moderate frequency of questions asked. * Questions are often sequenced with attention to the instructional goals. * Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). * Wait time is often provided. * The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. * Students generate questions that lead to further inquiry and self-directed learning. | Teacher questions are varied and high quality providing for some, but not all, question types:   * knowledge and comprehension, * application and analysis, and * creation and evaluation. * Questions are sometimes purposeful and coherent. * A moderate frequency of questions asked. * Questions are sometimes sequenced with attention to the instructional goals. * Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). * Wait time is sometimes provided. * The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. | Teacher questions are inconsistent in quality and include few question types:   * knowledge and comprehension, * application and analysis, and * creation and evaluation. * Questions are random and lack coherence. * A low frequency of questions is asked. * Questions are rarely sequenced with attention to the instructional goals. * Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). * Wait time is inconsistently provided. * The teacher mostly calls on volunteers and high ability students. |
| **Academic Feedback** | * Oral and written feedback is consistently academically focused, frequent, and high quality. * Feedback is frequently given during guided practice and homework review. * The teacher circulates to prompt student thinking, assess each student’s progress, and provide individual feedback. * Feedback from students is consistently used to monitor and adjust instruction. * Teacher engages students in giving specific and high quality feedback to one another. | * Oral and written feedback is mostly academically focused, frequent, and mostly high quality. * Feedback is often given during guided practice and homework review. * The teacher circulates regularly during instructional activities to support engagement, and monitor student work. * Feedback from students is regularly used to monitor and adjust instruction. * Teacher engages students in giving feedback to one another. | * Oral and written feedback is sometimes academically focused, frequent, and mostly high quality. * Feedback is sometimes given during guided practice and homework review. * The teacher circulates sometimes during instructional activities to support engagement, and monitor student work. * Feedback from students is sometimes used to monitor and adjust instruction. | * The quality and timeliness of feedback is inconsistent. * Feedback is rarely given during guided practice and homework review. * The teacher circulates during instructional activities, but monitors mostly behavior. * Feedback from students is rarely used to monitor or adjust instruction. |
| **Grouping Students** | * The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. | * The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. | * The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) sometime enhance student understanding and learning efficiency. | * The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency. |

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|  | * All students in groups know their roles, responsibilities, and group work expectations. * All students participating in groups are held accountable for group work and individual work. * Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. * Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. | * Most students in groups know their roles, responsibilities, and group work expectations. * Most students participating in groups are held accountable for group work and individual work. * Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson. | * Some students in groups know their roles, responsibilities, and group work expectations. * Some students participating in groups are held accountable for group work and individual work. * Instructional group composition is varied (e.g., race, gender, ability, and age) to sometime, accomplish the goals of the lesson. | * Few students in groups know their roles, responsibilities, and group work expectations. * Few students participating in groups are held accountable for group work and individual work. * Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson. |
| **Teacher Content Knowledge** | * Teacher displays extensive content knowledge of all the subjects she or he teaches. * Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.2 * The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. * Limited content is taught in sufficient depth to allow for the development of understanding. | * Teacher displays accurate content knowledge of all the subjects he or she teaches. * Teacher regularly implements subject- specific instructional strategies to enhance student content knowledge. * The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. | * Teacher displays adequate content knowledge of all the subjects he or she teaches. * Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. * The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. | * Teacher displays under-developed content knowledge in several subject areas. * Teacher rarely implements subject- specific instructional strategies to enhance student content knowledge. * Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way. |
| **Teacher Knowledge of Students3** | * Teacher practices display understanding of each student’s anticipated learning difficulties. * Teacher practices consistently incorporate student interests and cultural heritage. * Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. | * Teacher practices display understanding of most student anticipated learning difficulties. * Teacher practices regularly incorporate student interests and cultural heritage. * Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. | * Teacher practices display understanding of some student anticipated learning difficulties. * Teacher practices sometimes incorporate student interests and cultural heritage. * Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. | * Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. * Teacher practices rarely incorporate student interests or cultural heritage. * Teacher practices demonstrate little differentiation of instructional methods or content. |

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| **Thinking** | The teacher thoroughly teaches two types of thinking:   * analytical thinking where students analyze, compare and contrast, and evaluate and explain information.4 * practical thinking where students use, apply, and implement what they learn in real-life scenarios.5 * creative thinking where students create, design, imagine and suppose.6 * research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.7   The teacher consistently provides opportunities where students:   * + generate a variety of ideas and alternatives.   + analyze problems from multiple perspectives and viewpoints.   + monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why. | The teacher thoroughly teaches one types of thinking:   * analytical thinking where students analyze, compare and contrast, and evaluate and explain information. * practical thinking where students use, apply, and implement what they learn in real-life scenarios. * creative thinking where students create, design, imagine and suppose. * research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.   The teacher regularly provides opportunities where students:   * + generate a variety of ideas and alternatives.   + analyze problems from multiple perspectives and viewpoints. | The teacher attempts to teach one type of thinking but does not thoroughly teach at least one type of thinking:   * analytical thinking where students analyze, compare and contrast, and evaluate and explain information. * practical thinking where students use, apply, and implement what they learn in real-life scenarios. * creative thinking where students create, design, imagine and suppose. * research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.   The teacher sometimes provides opportunities where students:   * + generate a variety of ideas and alternatives.   + analyze problems from multiple perspectives and viewpoints. | The teacher implements no learning experiences that thoroughly teach any type of thinking.  The teacher provides few opportunities where students:   * generate a variety of ideas and alternatives. * analyze problems from multiple perspectives and viewpoints. |
| **Problem Solving** | The teacher implements activities that teach and reinforce 3 or more of the following problem solving types:   * Abstraction * Categorization * Drawing Conclusions/Justifying Solutions * Predicting Outcomes * Observing and Experimenting * Improving Solutions * Identifying Relevant/Irrelevant Information * Generating Ideas * Creating and Designing | The teacher implements activities that teach and reinforce 2 of the following problem solving types:   * Abstraction * Categorization * Drawing Conclusions/Justifying Solution * Predicting Outcomes * Observing and Experimenting * Improving Solutions * Identifying Relevant/Irrelevant Information * Generating Ideas * Creating and Designing | The teacher implements activities that teach and reinforce 1 of the following problem solving types:   * Abstraction * Categorization * Drawing Conclusions/Justifying Solution * Predicting Outcomes * Observing and Experimenting * Improving Solutions * Identifying Relevant/Irrelevant Information * Generating Ideas * Creating and Designing | The teacher implements no activities that teach and reinforce any of the following problem solving types:   * Abstraction * Categorization * Drawing Conclusions/Justifying Solution * Predicting Outcomes * Observing and Experimenting * Improving Solutions * Identifying Relevant/Irrelevant Information * Generating Ideas * Creating and Designing |
| **Evidence Notes** |  |  |  |  |

1. Robert Sternberg (1998). Principles of Teaching for Successful Intelligence. Educational Psychologist, 33, 65-72.

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|  | **Planning** | | | |
|  | **Exemplary (4)** | **Proficient (3)** | **Needs Improvement (2)** | **Unsatisfactory (1)** |
| **Description of Qualifying Measures** | **Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the Learning.** | **Some Evidence of Student Centered Learning/ Student Ownership of Learning**  **– Teacher Facilitates the Learning** | **Moving Towards Student Centered Learning/Student Ownership of Learning- Consistent Reliance on Teacher Direction.** | **Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning** |
| **Instructional Plans** | Instructional plans include:   * measurable and explicit goals aligned to state content standards.   + activities, materials, and assessments that: * are aligned to state standards. * are sequenced from basic to complex. * build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines. * provide appropriate time for student work, student reflection, and lesson and unit closure. * evidence that plan is appropriate for the age, knowledge, and interests of all learners. * evidence that the plan provides regular opportunities to accommodate individual student needs. | Instructional plans include:   * goals aligned to state content standards.   + activities, materials, and assessments that: * are aligned to state standards. * are sequenced from basic to complex. * build on prior student knowledge. * provide appropriate time for student work, and lesson and unit closure. * evidence that plan is appropriate for the age, knowledge, and interests of most learners. * evidence that the plan provides some opportunities to accommodate individual student needs. | Instructional plans include:   * some goals aligned to state content standards.   + activities, materials, and assessments that: * are sometimes aligned to state standards. * are sometimes sequenced from basic to complex. * Sometimes build on prior student knowledge. * Sometimes provide appropriate time for student work, and lesson and unit closure. * Some evidence that plan is appropriate for the age, knowledge, and interests of most learners. * evidence that the plan provides some opportunities to accommodate individual student needs. | Instructional plans include:   * few goals aligned to state content standards. * activities, materials, and assessments that:   + are rarely aligned to state standards.   + are rarely logically sequenced.   + rarely build on prior student knowledge   + inconsistently provide time for student work, and lesson and unit closure * little evidence that the plan is appropriate for the age, knowledge, or interests of the learners. * little evidence that the plan provides some opportunities to accommodate individual student needs. |
| **Student Work1** | Assignments require students to:   * organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. * draw conclusions, make generalizations, and produce arguments that are supported through extended writing. * connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school. | Assignments require students to:   * interpret and analyze information rather than reproduce it. * draw conclusions and support them through writing. * connect what they are learning to prior learning and some life experiences. | Assignments require students to:   * interpret information rather than reproduce it. * Sometimes draw conclusions and support them through writing. * Sometimes connect what they are learning to prior learning | Assignments require students to:   * mostly reproduce information. * rarely draw conclusions and support them through writing. * rarely connect what they are learning to prior learning or life experiences. |

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| **Assessment** | Assessment Plans:   * are consistently aligned with state content standards. * have clear appropriate measurement criteria. * measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test. * require extended written tasks. * are portfolio-based with clear illustrations of student progress toward state content standards. * include descriptions of how assessment results will be used to inform future instruction. | Assessment Plans:   * are aligned with state content standards. * have clear measurement criteria. * measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). * require written tasks. * include performance checks throughout the school year. | Assessment Plans:   * are sometimes aligned with state content standards. * have measurement criteria. * measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). * require limited written tasks. * include performance checks but may not be monitored consistently. | Assessment Plans:   * are rarely aligned with state content standards. * have ambiguous measurement criteria. * measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). * include performance checks, although the purpose of these checks is not clear. |
| **Evidence**  **Notes** |  |  |  |  |

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| **Environment** | | | | |
|  | **Exemplary (4)** | **Proficient (3)** | **Needs Improvement (2)** | **Unsatisfactory (1)** |
| **Description of Qualifying Measures** | **Consistent Evidence of Student Centered Learning/Student Ownership of Learning- Teacher Facilitates the**  **Learning.** | **Some Evidence of Student Centered Learning/ Student Ownership**  **of Learning – Teacher Facilitates the Learning** | **Moving Towards Student Centered Learning/Student Ownership**  **of Learning-Consistent Reliance on Teacher Direction.** | **Heavy emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning** |
| **Expectations** | * Teacher sets high and demanding academic expectations for every student. * Teacher encourages students to learn from mistakes. * Teacher creates learning opportunities where all students can experience success. * Students take initiative and follow through with their own work. * Teacher optimizes instructional time, teaches more material, and demands better performance from every student. | * Teacher sets high and demanding academic expectations for every student. * Teacher encourages students to learn from mistakes. * Teacher creates learning opportunities where most students can experience success. * Students complete their work according to teacher expectations. | * Teacher sets high and demanding academic expectations for most students. * Teacher encourages students to learn from mistakes. * Teacher creates learning opportunities where some students can experience success. * Teacher expectations for student work are not clear for all students. | * Teacher expectations are not sufficiently high for every student. * Teacher creates an environment where mistakes and failure are not viewed as learning experiences. * Students demonstrate little or no pride in the quality of their work. |
| **Managing Student Behavior** | * Students are consistently well-behaved, and on task. * Teacher and students establish clear rules and expectations for learning and behavior. * The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. * The teacher overlooks inconsequential behavior. * The teacher deals with students who have caused disruptions rather than the entire class. * The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction. | * Students are mostly well- behaved, and on task, some minor learning disruptions may occur. * Teacher establishes rules for learning and behavior. * The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. * The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson. * The teacher attends to disruptions firmly and consistently with minimal interruption to instruction. | * Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. * Teacher establishes rules for learning and behavior. * The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. * The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson. * The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class. | * Students are not well-behaved and are often off-task. * Teacher establishes few rules for learning and behavior. * The teacher uses few techniques to maintain appropriate student behavior. * The teacher does not distinguish between inconsequential behavior and inappropriate behavior. * Disruptions frequently interrupt instruction. |
| **Environment** | The classroom   * welcomes all members and guests * is organized and understandable to all students and encourages student collaboration . * supplies, equipment, and resources are easily and readily accessible for all students. * displays student work that frequently changes. * is consistently arranged to promote individual and group learning. | The classroom   * welcomes most members and guests. * is organized and understandable to most students. * supplies, equipment, and resources are accessible for most students. * displays student work. * is arranged to promote individual and group learning. | The classroom   * welcomes some members and guests. * is organized and understandable to some students. * supplies, equipment, and resources are accessible. * Displayed student work is not updated regularly. * is sometimes arranged to promote individual and group learning. | The classroom   * is somewhat cold and uninviting. * is not well organized and understandable to students. * supplies, equipment, and resources are difficult to access. * does not display student work. * is not arranged to promote group learning. |
| **Respectful Culture9** | * Teacher-student interactions demonstrate caring and respect for one another. * Students exhibit caring and respect for one another. * Teacher seeks out, and is receptive to the interests and opinions of all students. * Positive relationships and interdependence characterize the classroom. | * Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies. * Students exhibit respect for the teacher, and are often polite to each other. * Teacher is often receptive to the interests and opinions of students. | * Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. * Students exhibit respect for the teacher, and are generally polite to each other. * Teacher is sometimes receptive to the interests and opinions of students. | * Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. * Students exhibit disrespect for the teacher. * Student interaction is characterized by conflict, sarcasm, or put-downs. * Teacher is not receptive to interests and opinions of students. |
| **Evidence**  **Notes** |  |  |  |  |

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| **Professionalism** | | | | | |
|  | Performance Standard | Exemplary  4 | Proficient  3 | Needs Improvement  2 | Unsatisfactory  1 |
| **Advocate for Students** | * Candidate is committed to treating students and others with kindness, fairness, patience, dignity, and respect. * Candidate advocates for ALL students and exhibits belief that ALL students can learn. * Candidate collaborates with teachers, school personnel, and other professionals to determine needs of his/her students and to plan and provide students with appropriate learning experiences and assessments. | Always | Often | Sometimes | Rarely |
| **Professional & Ethical Demeanor & Behavior** | * Teacher is prompt, exhibits professional appearance and dress, responsibility, and initiative. * Candidate complies with professional, school and district rules, policies, and procedures. Candidate is cognizant of policies set forth in Standards of Conduct for SC. * Candidate performance is characteristic of ethical standards and quality of work (completing tasks in a timely, accurate and effective manner). * Teacher does not criticize the school, teachers, or the community and safeguards all personal and confidential information for professional use only. | Always | Often | Sometimes | Rarely |
| **Effective Communicator** | * Inside and outside of classroom candidate’s spoken and written language is clear, correct, and appropriate for each target audience. * Candidate communicates and engages with families of classroom children to support learning and through a variety of formats (contacts, meetings, telephone, conference, letters/newsletters, through technology, etc.) to maintain effective and ongoing communication. * Concerns and questions are communicated in a professional manner with teachers, school personnel, and university faculty and staff. * Candidate demonstrates understanding of an engagement in maintaining a positive collaborative relationship with families, school colleagues, and agencies. | Always | Often | Sometimes | Rarely |
| **Active Learner/Engagement** | For continual professional growth and enhancement of student learning:   * Candidate is a reflective practitioner who systematically collects, synthesizes, and evaluates student growth data to identify ways to enhance learning. * Candidate seek out and participates in professional growth activities such as conference, presentations, and school professional development offerings. * Candidate attends and volunteers at school meetings (school boards, school improvement council, and faculty meetings), community events involving the school, PTA meetings, after school care programs/tutoring. * Candidate attends parent planning meetings, open house, IEP/504 planning meetings as appropriate. | Always | Often | Sometimes | Rarely |
| **Evidence Notes** |  | | | | |
| **Technology** | | | | | |
|  | Performance Standard | Exemplary  4 | Proficient  3 | Needs Improvement  2 | Unsatisfactory  1 |
| **Use of Technology** | Candidate uses instructional technology in the classroom for student learning (e.g., smartboards, laptops, ipads). | Always | Often | Sometimes | Rarely |
| Candidate uses web sites and web applications in the design and implementation of lessons. | Always | Often | Sometimes | Rarely |
| **Evidence Notes** |  | | | | |