# Final Education Internship Evaluation
## Planning - Performance Domain 1
### Newberry College Education Department

| Assessment | | | | |
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| | **Beginning (1 pt)** | **Developing (2 pts)** | **Proficient (3 pts)** | **Excellent (4 pts)** |
| 1. Develops learning objectives which are appropriate for the subject and grade level, and are connected appropriately to the standards. | Objectives are inappropriate for the subject area/developmental level of learners. Objectives are not stated in measurable terms, do not include criteria, and/or are not appropriately connected to the standards. | Objectives are sometimes, but not always, appropriate for subject area/developmental level of learners and are connected only sometimes appropriately to the standards. Objectives are sometimes measurable and most objectives identify criteria. | Objectives are appropriate for subject area/developmental level of learners and are connected appropriately to the standards. Objectives are measurable and most objectives identify criteria. | Objectives are appropriate for the subject area/developmental level of learners and are explicitly connected to the standards. Objectives incorporate multiple domains of learning or content areas. Objectives are measurable and each contains criteria for student mastery. |
| 2. Plans appropriate and logically sequenced instructional strategies. | Instructional strategies are incongruent with objectives. Some strategies are developmentally inappropriate. The sequence of the lesson may be illogical, with gaps in progressions. | Some instructional strategies are congruent with objectives. The sequence of the lesson(s) is sometimes logical, with few gaps in progressions. | Most instructional strategies are congruent with objectives. The sequence of the lesson(s) is logical, with few gaps in progressions. | Instructional strategies are consistently congruent with objectives. All strategies are developmentally appropriate and address a variety of student needs. The sequence of the lesson is logical with no gaps in progressions. |
| 3. Plans for differences in individual needs, abilities, and interests. | No plan (or minimal planning) for adaptation for individual differences (abilities/needs/interests) is evidenced in lessons. | Some plans include instructional adaptations for individual differences based on differing abilities for at least one student. Student needs (e.g. motivation or interest) are inconsistently addressed in plans. Candidate can sometimes articulate an appropriate rationale for adaptations. | Most plans include instructional adaptations for individual differences (all levels) based on differing abilities for at least one student. Student needs (e.g. motivation or interest) are addressed in plans. Candidate can articulate an appropriate rationale for adaptations. | The plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale. Adaptations are for students with identified disabilities as well as others who have learning problems and/or who are gifted. Multiple strategies are included in lessons. |
| 4. Plans for appropriate assessment, analysis of results, and maintenance of records. | No evidence (or minimal evidence) of planning for formal or informal assessment. No plan for record keeping or analysis of data. Assessments do not match the lesson objectives and/or standards. | Appropriate strategies to assess student learning are used (paper and pencil tests, observational checklists, etc) inconsistently. Planned assessments are sometimes appropriate for the lesson and/or standards. Some analysis of results is noted. Student progress is recorded and results are sometimes used to make subsequent changes. | Appropriate strategies to assess student learning are used (paper and pencil tests, observational checklists, etc) regularly. Planned assessments are appropriate for the lesson and/or standards. Some analysis of results is noted. Student progress is recorded and results are used to make subsequent changes. | Assessment planning reflects sophisticated use of assessments. On-going assessments as well as summative and formative assessments are used in many contexts. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators). |
| 5. Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity*. | Instruction and plans do not reflect (or minimally reflect) the cultural diversity *and linguistic needs of the students in the classroom. | Cultural and linguistic diversity* of the students in the class is sometimes addressed either through instructional content, strategies, and/or materials. | Cultural and linguistic diversity* of the students in the class is addressed either through instructional content, strategies, and/or materials. | Extensive efforts are made to meet the cultural and linguistic diversity* of the students in the classroom through a variety of ways: instructional content, strategies and materials |

# Instruction - Performance Domain 2
## Newberry College Education Department

| Assessment | | | | |
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| | **Beginning (1 pt)** | **Developing (2 pts)** | **Proficient (3 pts)** | **Excellent (4 pts)** |
| 6. Implements instruction for students using knowledge of content and appropriate standards. | Knowledge of content is minimal and/or instruction is not adequate to meet the standards. | Some of the lessons reflect a strong understanding of the content in the discipline and adequately address the standards. | The majorities of the lessons reflects a strong understanding of the content in the discipline and adequately address the standards. | Lessons reflect an in-depth knowledge of the content in the discipline. Lessons extend the requirements of the standards. Standards are thoroughly addressed within all lessons. |
| 7. Provides learning experiences that allow students to form connections between the specific subject area and other disciplines | Connections are not made or made infrequently. | Some lessons contain aspects that enable students to make connections with their prior or future learning in other subjects or disciplines. | Many lessons contain aspects that enable students to make connections with their prior or future learning in other subjects or disciplines. | Connections to prior and future learning in other subject areas are routinely made. Inter-disciplinary instruction is frequent. |
| 8. Assists students in connecting subject matter to everyday life. | Does not make efforts to make the subject matter more meaningful to students by employing practical applications or by using the students' experiences. | Sometimes makes the subject matter more meaningful for students by employing practical applications and/or using the students' experiences. | Makes the subject matter more meaningful for students by employing practical applications and/or using the students' experiences. | Consistently makes the subject matter more meaningful for students through the use of creative and innovative practical applications and by using the students' experiences. |
| 9. Uses instructional judgment in implementation of lessons. | Displays minimal instructional judgment in adjusting instruction in response to student needs and/or environmental variables. | Inconsistently displays some instructional judgment by making appropriate instructional adjustment in response to student performance and/or other variables. | Displays instructional judgment by making appropriate instructional adjustment in response to student performance and/or other variables. | Displays an outstanding level of instructional judgment by making appropriate instructional adjustments in response to student needs and/or other variables. |
| 10. Uses a variety of instructional strategies to actively engage all students. | Rarely demonstrates the use of multiple strategies to engage students in lessons. | Inconsistently employs multiple instructional strategies to engage students. | Effectively and frequently employs multiple instructional strategies to engage students. | Effectively and consistently employs multiple instructional strategies to engage all students. |
| 11. Integrates technology appropriately into teaching and learning. | Does not use technology appropriately to enhance student learning or instructional effectiveness. | Sometimes evidences appropriate application of technology to enhance student learning or instructional effectiveness. | Evidences appropriate application of technology to enhance student learning or instructional effectiveness. | Uses appropriate applications of technology and seeks additional new applications of technology (e.g. from the ITC) to enhance student learning or instructional effectiveness. Shows exemplary integration of technology in a variety of contexts. |
| 12. Provides learning experiences which encourage critical thinking, problem solving, informed decision-making, and/or creativity. | Minimal evidence of use of strategies to encourage higher order thinking, problem-solving, decision-making, and/or creativity in students. | Sometimes uses strategies that are developmentally and age-appropriate to encourage critical thinking, problem-solving, decision-making, and/or creativity. | Frequently uses strategies that are developmentally and age-appropriate to encourage critical thinking, problem-solving, decision-making, and/or creativity. | Consistently plans for and employs innovative and appropriate learning experiences that foster critical thinking, problem-solving, decision-making, and/or creativity. |
| 13. Uses a variety of assessments to demonstrate student learning and to modify instruction as needed. | Does not use or makes minimal use of assessment (informal observations as well as planned assessments) during instruction. Cannot demonstrate student learning. | Sometimes uses assessment (informal observations as well as planned assessments) to demonstrate student learning and to make modifications during instruction for students. | Uses assessment (informal observations as well as planned assessments) to demonstrate student learning and to make modifications during instruction for students. | Demonstrates the regular use of a variety of assessment strategies (informal observations as well as planned assessments) to demonstrate student learning and to make modifications during instruction for all students. Multiple sources of evidence demonstrates that instruction has been modified based on analysis of assessment results. |
| 14. Uses appropriate voice tone and inflection to deliver instruction effectively. | Delivery of instruction lacks poise and/or appropriate voice tone and inflection. Candidate appears uncomfortable teaching. | Instruction is sometimes delivered with poise and appropriate voice tone. Candidate sometimes, but not always, appears comfortable teaching. | Instruction is generally delivered with poise and appropriate voice tone. Candidate appears comfortable teaching. | Instruction is consistently delivered with poise and appropriate voice tone. Candidate portrays confidence in teaching. |

# Environment - Performance Domain 3
## Newberry College Education Department

| Assessment | | | | |
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| | **Beginning (1 pt)** | **Developing (2 pts)** | **Proficient (3 pts)** | **Excellent (4 pts)** |
| 15. Promotes positive, collaborative peer interactions. | Makes minimal use of strategies to encourage students to work collaboratively and/or makes minimal efforts at encouraging positive relationships among students in the classroom. | Inconsistently makes use of strategies to encourage students to work collaboratively and/or makes efforts at encouraging positive relationships among students in the classroom. | Makes frequent use of strategies to encourage students to work collaboratively and/or makes efforts at encouraging positive relationships among students in the classroom. | Demonstrates outstanding use of strategies to encourage students to work collaboratively and uses many strategies to encourage positive relationships among students in the classroom. |
| 16. Creates and maintains a positive and safe classroom environment conducive for learning. | Does not employ effective classroom management strategies or relies excessively on punitive strategies. Behavior issues are addressed insufficiently or ineffectively. | Strategies are sometimes employed to effectively manage the classroom. Behavior issues are sometimes efficiently and effectively addressed. | Positive, proactive strategies are employed to effectively manage the classroom. Behavior issues are efficiently and effectively addressed. | Consistently employs a variety of positive, proactive approaches to effectively manage the classroom. Little time is needed for classroom management. |
| 17. Demonstrates confidence and poise when managing the classroom environment. | Displays difficulty in maintaining composure in the face of student behavior and/or demonstrates a lack of confidence when interacting with students. | Inconsistently displays composure in the face of student behavior and/or demonstrates an adequate level of confidence when interacting with students. | Generally displays composure in the face of student behavior and/or demonstrates an adequate level of confidence when interacting with students. | Consistently displays high degree pf composure in the face of student behavior and/or confidence when interacting with students. |
| 18. Establishes and maintains effective rules, procedures, and routines. | Does not develop rules, procedures, and routines or has difficulty in implementing classroom rules, procedures, and routines. | Designs and implements classroom rules, procedures, and routines, but has difficulty in implementing classroom rules, procedures, and routines. | Designs and implements classroom rules, procedures, and routines that result in a classroom that has minimal behavioral problems. | Designs highly effective classroom procedures and routines that result in classroom that runs smoothly and harmoniously. Rules are logical, reasonable, and consistent with clear consequences for discipline issues. |
| 19. Provides for smooth transitions between activities and implements introductions and closures in lessons. | Does not plan for transitions or is unable to effectively implement planned transitions without behavioral problems. Does not or rarely provides an introduction or lesson closure. | Uses strategies for transitions that are sometimes effective in minimizing behavioral problems and in maximizing instructional time. Inconsistently provides introductions and closures frequently in lessons. | Uses strategies for transitions that are generally effective in minimizing behavioral problems and in maximizing instructional time. Provides introductions and closures frequently in lessons. | Consistently employs very effective strategies for transitions that minimize behavioral problems and maximize instructional time. Consistently provides very effective introductions and closures in lessons. |

# Professionalism - Performance Domain 4
## Newberry College Education Department

| Assessment | | | | |
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| | **Beginning** (1 pt) | **Developing** (2 pts) | **Proficient** (3 pts) | **Excellent** (4 pts) |
| 20. Demonstrates oral, written, and/or nonverbal communication consistent with the expectations of a college graduate. | Displays difficulty in oral, written, and/or nonverbal communication with others in the school environment (students, parents, colleagues, administrators, or supervisors). | Sometimes maintains acceptable oral, written, and/or nonverbal communication with others in the school environment (students, parents, colleagues, administrators, or supervisors). | Maintains acceptable oral, written, and/or nonverbal communication with others in the school environment (students, parents, colleagues, administrators, or supervisors). | Uses highly effective oral, written, and/or nonverbal communication with others in the school environment. (students, parents, colleagues, administrators, or supervisors). |
| 21. Creates a positive rapport with students, parents, colleagues, administrators, and supervisors. | Displays difficulty in establishing and maintaining rapport with others in the school environment (students, parents, colleagues, administrators, or supervisors). Does not handle conflicts in a professional manner. | Sometimes establishes and maintains acceptable rapport with others in the school environment (students, parents, colleagues, administrators, or supervisors). Sometimes handles conflicts in a professional manner. | Establishes and maintains acceptable rapport with others in the school environment (students, parents, colleagues, administrators, or supervisors). Handles conflicts in a professional manner. | Maintains a high level of positive rapport with students, parents, colleagues, administrators and supervisors. Seeks opportunities to resolve conflicts in a professional manner. |
| 22. Presents self in a professional manner in terms of appearance, attitude, attire, and conduct. | Displays repeated or significant difficulty in one or more professional behaviors: appearance, attitude, attire, or conduct. | Sometime conducts self in an acceptable manner in terms of appearance, attitude, attire, or conduct. Is a role model for students. | Conducts self in an acceptable manner in terms of appearance, attitude, attire, or conduct. Is a role model for students. | Conducts self in an exemplary manner in terms of appearance, attitude, attire, or conduct. Is an exemplary role model for students. |
| 23. Is receptive to constructive criticism from mentor teacher, supervisor, and administrators and incorporates feedback. | Does not incorporate feedback from others or complies minimally and/or does not receive criticism in a mature manner. | Inconsistently receives criticism in a mature manner and demonstrates incorporation of feedback. | Receives criticism in a mature manner and demonstrates incorporation of feedback. | Not only incorporates feedback from others and receives criticism in a mature manner, but, also, seeks feedback and uses it to improve performance. |
| 24. Discusses lesson plans with the mentor teacher well in advance of the lesson and integrates feedback as appropriate. | Does not have lesson plans prepared in advance and does not discuss plans with teacher. Feedback is not incorporated or is incorporated minimally. | Lesson plans are sometimes, but not always, prepared in advance and are inconsistently discussed with the teacher. Feedback is sometimes incorporated. | Lesson plans are prepared in advance and are frequently discussed with the teacher. Feedback is frequently incorporated. | Lesson plans consistently prepared in advance and discussed with the teacher. Feedback is readily incorporated. |
| 25. Is prepared to teach each day. | Is frequently not prepared to teach—lesson plans may be missing, 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 disrupts student learning. | Is inconsistently prepared to teach daily. Lack of preparedness is frequent enough to impact student learning. | Is prepared to teach daily. Any lack of preparedness is infrequent and minor in nature or gaps within planning do not impact student learning. | Is consistently prepared and displays a high degree of planning and organization which optimizes student learning opportunities. |
| 26. Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity in the school setting. | Displays frequent and/or significant problems in the school setting any of the following: personal conduct, academic integrity, and emotional maturity. | Inconsistently displays acceptable behavior in the school setting in each of the following areas: personal conduct, academic integrity, and emotional maturity. | Displays acceptable behavior in the school setting in each of the following areas: personal conduct, academic integrity, and emotional maturity. | Displays exemplary personal conduct, academic integrity, and emotional maturity in the school setting. |
| 27. Uses self-reflection to evaluate instruction. | Does not display evidence (written or oral) of the use of self-refection to evaluate and improve instruction. Growth is not evident. | Inconsistently demonstrates evidence of the use of self-refection to evaluate and improve instruction on a frequent basis. Growth is evidenced, but is not at an appropriate level. | Demonstrates evidence of the use of self-refection to evaluate and improve instruction on a frequent basis. Growth is evidenced over the semester. | Demonstrates evidence of regular use of self-reflection to improve instruction. Significant growth is evidenced over the semester. |

# ECE -Content Knowledge - Performance Domain 5

| | Beginning (1 pt) | Developing (2 pts) | Proficient (3 pts) | Excellent (4 pts) |
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| 28. Language Arts: Integrates listening, speaking, reading, and writing across a development continuum. Uses an integrated approach to include content from other disciplines. | 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 or are made infrequently. | Instruction and plans reflect a superficial understanding of Language Arts content, and, therefore, do not adequately address the standards. Some lessons make connections between Language Arts and other disciplines. | Instruction and plans reflect a good understanding of Language Arts content and adequately address the standards. Many lessons make connections between Language Arts and other disciplines. | Instruction and plans reflect and in-depth knowledge of the Language Arts content. Standards are thoroughly addressed within all lessons. Connections between Language Arts and other disciplines are routinely made. |
| 29. Science: Engages students in simple investigations, including making predictions, gathering and interpreting data, recognizing simple problems and drawing conclusions. Uses an integrated approach to include content from other disciplines. | Instruction and plans do not reflect an understanding of Science content. Standards are not adequately addressed. Connections between Sciences and other disciplines are not made or are made infrequently. | Instruction and plans reflect a superficial understanding of Science content and, therefore, do not adequately address the standards. Some lessons make connections between Science and other disciplines. | Instruction and plans reflect a good understanding of Science content and adequately address the standards. Many lessons make connections between Science and other disciplines. | Instruction and plans reflect and in-depth knowledge of the Science content. Standards are thoroughly addressed within all lessons. Connections between Science and other disciplines are routinely made. |
| 30. Mathematics: Engages students in experiences that include operations, algebra, geometry, measurement, data analysis, and probability. Uses an integrated approach to include content from other disciplines. | 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 or are made infrequently | Instruction and plans reflect a superficial understanding of Mathematics content and, therefore, do not adequately address the standards. Some lessons make connections between Mathematics and other disciplines. | Instruction and plans reflect a good understanding of Mathematics content and adequately address the standards. Many lessons make connections between Mathematics and other disciplines. | Instruction and plans reflect and in-depth knowledge of the Mathematics content. Standards are thoroughly addressed within all lessons. Connections between Mathematics and other disciplines are routinely made. |
| 31. Social Studies: Provides experiences in geography, history, economics, and social relations/civics across a developmental continuum. Uses an integrated approach to include content from other disciplines. | 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 or are made infrequently. | Instruction and plans reflect a superficial understanding of Social Studies content and, therefore, do not adequately address the standards. Some lessons make connections between Social Studies and other disciplines. | Instruction and plans reflect a good understanding of Social Studies content and adequately address the standards. Many lessons make connections between Social Studies and other disciplines. | Instruction and plans reflect and in-depth knowledge of the Social Studies content. Standards are thoroughly addressed within all lessons. Connections between Social Studies and other disciplines are routinely made |

# ELE - Content Knowledge - Performance Domain 5

| | Beginning (1 pt) | Developing (2 pts) | Proficient (3 pts) | Excellent (4 pts) |
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| 28. English Language Arts: Candidate demonstrates a high level of competence in the use of English Language Arts and knows, understands and uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening and thinking skills and to help students successfully apply their developing skills in many different situations, materials and idea. | Instruction and planning do not reflect an understanding of the teaching of the Language Arts and an ability to use student developmental levels to scaffold the Language Arts learning process. | Instruction and planning reflects a superficial understanding of the teaching of the Language Arts and rare use of student developmental levels to scaffold the Language Arts learning process. | Instruction and planning reflects a good understanding of the teaching of the Language Arts and an adequate ability to use student developmental levels to scaffold the Language Arts learning process. | Instruction and planning reflects and in-depth knowledge of the teaching of the Language Arts and an ability to consistently use student developmental levels to scaffold the Language Arts learning process. |
| 29. Science: Candidate knows, understands and uses fundamental concepts in the subject matter of science- including physical, life, earth and space sciences- as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. | Instruction and planning do not reflect an understanding of Science content or the ability to help students build a knowledge base of scientific and technological literacy. | Instruction and planning reflects a superficial understanding of Science content and superficial attempts to help students build a scientific and technological literacy knowledge base. | Instruction and planning reflects a good understanding of Science content and an adequate ability to help students build a scientific and technological literacy knowledge base. | Instruction and planning reflects and in-depth knowledge of physical, life, earth, and space science and an ability to provide to students a concrete knowledge base of scientific and technological literacy. |
| 30. Mathematics: Candidate knows, understands and uses the major concepts, procedures, and reasoning processes of mathematics that define number systems and numbers sense, geometry, measurement, statistics, and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. | Instruction and planning do not reflect an understanding of Mathematics content nor an ability to guide students to an understanding of mathematics. | Instruction and planning reflects a superficial understanding of Mathematics content and a superficial ability to guide students to a mathematical understanding. | Instruction and planning reflects a good understanding of Mathematics content and a good ability to successfully guide students to a concrete understanding of mathematics. | Instruction and planning reflects an in-depth knowledge of the major concepts, procedures, and reasoning processes of mathematics and an ability to create a mathematical understanding within learners. |
| 31. Social Studies: Candidate knows, understands and uses the major concepts and modes of inquiry from the social studies-the integrated study of history, geography, the social sciences, and other related areas-to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. | Instruction and planning do not reflect an understanding of Social Studies content or an ability to help students understand the civic responsibility of a democratic society. | Instruction and planning reflects a superficial understanding of Social Studies content and a superficial ability to guide students to an understanding of a citizen's role in a democratic society. | Instruction and planning reflects a good understanding of Social Studies content and an adequate ability to guide students to an understanding of a citizen's role in a democratic society. | Instruction and planning reflects an in-depth knowledge of history, geography, and the social sciences and a creative ability to help students become informed citizens of a democratic society. |
| 32. Arts: Candidate knows, understands and uses-as appropriate to their own understanding and skills-the content, functions, and achievements of dance, music, theatre and the several visual arts as primary media for communication, inquiry and insight among elementary students. | Instruction and planning do not reflect an understanding or use of the arts as a major source of media to educate students. | Instruction and planning reflects a superficial understanding and some use of the arts to aid in the acquisition of knowledge. | Instruction and planning reflects a good understanding and planned use of the arts to aid in the acquisition of knowledge. | Instruction and planning reflects an in-depth use of dance, music, theatre, and visual arts to tap into all learning styles and modes to produce greater understanding for students. |
| 33. Health Education: Candidate knows, understands and uses the major concepts of health education to create opportunities for student development and practice of skills that contribute to good health. | Instruction and planning do not reflect an understanding of how to create situations for practicing good health skills. | Instruction and planning reflects a superficial understanding of how to help students learn and use good health practices. | Instruction and planning reflects a good understanding of how to help students learn and use good health practices. | Instruction and planning reflects an in-depth understanding of how to communicate, model, and instill positive health practices in learners, |
| 34. Physical Education: Candidate knows, understands and uses-as appropriate to their own understanding and skills-human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students. | Instruction and planning do not reflect an understanding of how to relate to students the benefits of a healthy life style. | Instruction and planning reflects a superficial understanding of how to help students learn and use the qualities of a healthy life style. | Instruction and planning reflects a good understanding of how to help students learn and use the qualities of a healthy life style. | Instruction and planning reflects an in-depth understanding of how to communicate, model, and instill a need for a healthy life style to students. |

# PHE - Content Knowledge - Performance Domain 5

| | **Beginning** (1 pt) | **Developing** (2 pts) | **Proficient** (3 pts) | **Excellent** (4 pts) |
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| 28. Learning tasks are developmentally appropriate. | Learning tasks are inappropriate for the developmental level of students by being either too difficult or too easy. Students are off-task due to the inappropriate level of difficulty of tasks. Fails to make adjustments to tasks to accommodate students' developmental levels by increasing or decreasing task complexity. | Learning tasks are often inappropriate for the developmental level of students by being either too difficult or too easy. Students are often off-task due to the inappropriate level of difficulty of tasks. Fails to make adjustments to tasks to accommodate students' developmental levels by increasing or decreasing task complexity. | Learning tasks are appropriate for the developmental levels of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult for students). Students remain on-task and engaged in the practice task. Makes some adjustments to tasks to accommodate students' developmental levels, but adjustments are across the entire class and not individualized. | Learning objectives and tasks are appropriate for the developmental level of students by providing appropriate challenges for students (tasks are neither too easy nor too difficult for students). Students remain on-task and engaged in the practice task. Makes adjustments to tasks based on student performance (increasing or decreasing tasks complexity based on student performance). Adjustments are both across the entire class and individualized. |
| 29. - Students remain on task and engaged in the learning/practice tasks. | Students are off-task and practice tasks are modified inappropriately. Students are off-task due to the inappropriate level of difficulty of tasks (either too easy or too hard), steps in skill progressions are out of sequence, or task complexity is inappropriate. | Students are off-task and practice tasks are often modified inappropriately. Students are off-task due to the inappropriate level of difficulty of tasks (either too easy or too hard), steps in skill progressions are out of sequence, or task complexity is inappropriate. | Students are on-tasks with the intern and/or students modifying practice tasks appropriately. Task complexity is appropriate for skill and developmental levels of students. Progressions are sequential and progressive. | Provided learning/practice tasks allow students to begin and end at different levels based on individual readiness. Progressions are sequential and progressive with opportunities for students to extend tasks to increase or decrease the task complexity. |
| 30. Communicates in ways that demonstrate sensitivity to all students. | Demonstrates insensitivity to differences among students by such behaviors as dividing student by gender, making inappropriate comments (throw like a girl, etc.), and failing to account for cultural, ethnic, or ability differences in class (e.g., failure to mainstream students with special needs into the activities). | Demonstrates sensitivity to some students some of the time, but does not consistently communicate a sensitivity to all students. | Consistently demonstrates sensitivity to all students by using non-bias methods to divide students into groups, accounts for ethnic and cultural differences by allowing students some decision making during the lesson, and mainstreams all students into the class regardless of ability. | Not only demonstrates sensitivity to all students, but actively encourages the acceptance of these differences among students by carefully planning appropriate learning experiences. |
| 31. Teaching approach/model is congruent with learning objectives. | Model/approach selected is incongruent with the subject matter or student population. Approach does not consider the developmental level of students, context of the class (number of students in class, equipment, space, etc.), and the context in which the skill will be performed. | Model/approach selected is incongruent with the subject matter or student population. Approach only sometimes considers the developmental level of students, context of the class (number of students in class, equipment, space, etc.), and the context in which the skill will be performed. | Select teaching approach/model based on developmental level of students, context of the class, and the context in which the skill will be performed. Teaching approach is congruent with the number of students in the class, pre-assessment of students' developmental levels, available equipment, space, and context in which the skill will be performed.. | Selects teaching approach/model that is congruent with learning objectives and facilitates mastery. Approach/model selected maximizes practice opportunities, allows for individual differences in skill levels, maximizes the use of space and equipment, and allows students to practice tasks in authentic environments |
| 32. Understand physical education content and disciplinary concepts related to the development of the physically educated person. | Demonstrates inadequate understanding of the physical education content and disciplinary concepts related to the development of the physically educated person. | Demonstrates an occasional understanding of the physical education content and disciplinary concepts related to the development of the physically educated person. | Frequently demonstrates knowledge and understanding of subject matter as described in state content standards, and disciplinary concepts through inquiry and critical analysis related to the development of the physically educated person. | Consistently demonstrates in-depth knowledge of the subject matter as described in state content standards, and disciplinary concepts through inquiry and critical analysis related to the development of the physically educated person. |
| 33. Describes and demonstrates effective communication skills. | Verbal interactions include mistakes in grammar, poor diction, inappropriate language for the age and skill level of students, pacing of verbal communication is consistently either too fast or too slow, and there is little variation in tone and inflection. | Verbal interactions include frequent mistakes in grammar and the occasional use of a regional colloquialism. Pacing of verbal communication is neither too fast nor too slow with some variation in tone and inflection. | Verbal interactions have an occasional mistake in grammar or the occasional use of a regional colloquialism. Pacing of verbal communication is neither too fast nor too slow with some variation in tone and inflection. | Avoids use of regional colloquialism and makes no mistakes in grammar or diction. Pacing of verbal communication is appropriate for age group (neither too fast not too slow) and is varied in tone and inflection. |
| 34. Develops and uses appropriate instructional cues. | Provides either too few or too many instructional cues or prompts for the developmental level of students. Instructional cues are incorrect or do not identify key elements of the skill/strategies. | Only sometimes provides an adequate number of instructional cues or prompts for the development level of students. Instructional cues are only sometimes correct and occasionally only identify key elements of skill/strategies. | Creates instructional cues or prompts that identify key elements of the skill/strategies. Most instructional cues/prompts are appropriate for the developmental level of students. Repeats the cues/prompts at least three times during the lesson. | Creates innovative instructional cues/prompts to facilitate learning including such things as rhymes or finding ways to make abstract concepts concrete. Consistently (more than 3 times) repeats the instructional cues or prompts throughout the lesson. |

# MAT – Content Knowledge – Performance Domain 5

| | Beginning (1 pt) | Developing (2 pts) | Proficient (3 pts) | Excellent (4 pts) |
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| 28. Candidate appropriately incorporates multiple resources when designing and delivering lessons.<br><br>(NCTM 6.1, 7.3, 8.1,8.7) | Relies on the mentor teacher, text, and text supplements for lessons with little or no modification | Relies on the mentor teacher, text, and text supplements for designing lessons with some modification to meet course standards and to reflect the needs of students | Incorporates strategies (a) explored in methods courses, (b) included in materials from state and local mathematics organizations, (c) modified from appropriate internet or print sources, (d) suggested by the text , mentor, or supervisor, or (e) self-created activities. The TC modifies existing ideas to meet course standards and to reflect the needs of students. | Implements appropriate use of technology and other resources seamlessly into instruction. Collaborates with colleagues other than the mentor. Designs self-created activities that met the needs of diverse students. |
| 29. Candidate reflections (both written and verbal) demonstrate to mentor and supervisor the ability to link instructional decisions to research on the teaching and learning of mathematics.<br><br>(NCTM 1.4, 3.4, 8.6) | Little or no reflection is initiated by the TC. Reflection provided is at a level that does not allow for growth nor incorporates what the TC has explored in methods courses and through personal exploration of issues in mathematics education. | When prompted by the mentor and supervisor, the TC recognizes ways in which their practice is related to or could be improved by strategies found in research on effective teaching discussed in methods courses and through personal exploration of issues in mathematics education. | With help from the mentor and supervisor, the TC begins to reflect on lessons in a way that leads to changes in practice, and that incorporates research on effective teaching discussed in methods courses and through personal exploration of issues in mathematics education. | Student initiates reflection on all lessons and identifies both the ineffective and effective components. |
| 30. Candidate is able to incorporate meaningful problem solving into instruction<br><br>(NCTM 7.3, 8.8) | The TC makes little or no attempt to incorporate problem solving into lessons. | The TC attempts to use problem solving during instruction. | The TC uses problem solving as an integral part of some lessons. | Problem solving is seamlessly integrated through the whole lesson. |

# ENG – Content Knowledge – Performance Domain 5

| | Beginning (1 pt) | Developing (2 pts) | Proficient (3 pts) | Excellent (4 pts) |
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| 28. Genre/Periodicity/ Author/Theme/ Audience Variety: | Little or no mention is made of styles that reflect literary historic periods; lessons are planned to include only one genre; lessons do not address a variety of authors, themes, and/or audiences. | Attempts are made to highlight literary periods and styles; students are exposed to more than one genre; lessons address limited diversity regarding authors, themes, and/or audiences. | Plans regularly reflect attention to periodicity and to inclusion of two or more genres. Lessons also address a spectrum of exposure to authors, themes, and/or audience. | Consistent attention is given to the literary historical periods of the text(s) in question. Lessons also demonstrate a substantial attempt to reflect significant diversity in choices of genre, authors, themes, and/or audience. |
| 29. Oral, Written, and Visual Literacies  (including print/non-print technologies): | No evidence of planning is observed with respect to media literacy; print media is used exclusively for class discussion and student work. | Planning shows evidence of inclusion of non-print media (posters, film, cartoons), with explanation of its relevance. | Instructional strategies demonstrate repeated inclusion of both print and non-print media for oral and written exercises. | Lesson plans and instructional strategies consistently address the influences of oral, written, and/or visual literacies in contemporary culture. Plans regularly reflect an engagement with various media in order to develop student's critical understanding and analysis of their environments. |
| 30. Effective Instruction in English Language Usage: | There is evidence of failure to use appropriate English grammatical forms and/or structures; students are not made aware of the importance of using appropriate and effective English grammatical forms and structures. | Planning and instruction attend to English language usage; the instructor consistently models use of appropriate English grammatical forms and structures. | Planning and instruction incorporates effective and appropriate English language usage; instruction demonstrates understanding of diverse language backgrounds. | Planning and instruction draws on knowledge of language acquisition processes, language diversity, and cultural impacts; includes varied instructional strategies in effective and appropriate English language structures and grammars. |
| 31. Writing for Audience and Purpose, Using a Variety of Composing Strategies: | Writing instruction is limited to a single purpose and writing strategy; instruction does not emphasize the importance of audience and/or purpose. | Planning and instruction include exercises in which writing must be adapted to audience or retooled for purpose, but lack a variety of writing strategies. | Planning and instruction includes explanation and use of all kinds of writing (such as expository, informal, and analytic). Students recognize and address audience concerns and purpose for a variety of writing situations. | Planning and instruction require students to select, use, and assess appropriate composing strategies for a variety of audiences and purposes in order to reveal how their written discourse can affect thought and action. |
| 32. Mediating Literacy Needs | Awareness of individual literacy issues is apparent, but attempts to address them are minimal or inappropriate. | Accommodations such as vocabulary scaffolding are made to meet the needs of most individualized literacy problems. | Lesson plans and instruction consistently demonstrate familiarity with the need for accommodations and the accommodations are met. | Lesson plans and instruction use varied approaches to help students respond to diverse texts that encourage personal interactions in order to formulate meaning. |
| 33. Research Theory in Pedagogy and Content | There is evidence of some knowledge of current theory, but application may be sporadic; content knowledge is limited. | Theory in both pedagogy and content are actively applied. Enrichment material is applied to most lessons. | Both theory and practice intersect as appropriate; each lesson bears evidence of additional investigation of content material. | Planning and instruction reflect analysis of research and theory in adjusting content assignments that aid student learning; self-reflection about personal classroom practices leads to improved student learning experiences. |

# MUS—Content Knowledge – Performance Domain 5

| | Beginning | Developing | Proficient | Excellent |
|---|---|---|---|---|
| 28. Uses score analysis as the basis of musical instruction and formulation of learning goals. | Little or no evidence of score analysis | Teaching demonstrates some knowledge of the score and its musical elements. Instructional and assessment strategies inconsistently reflect a basic understanding of possible technical considerations for rehearsal. | Teaching demonstrates overall knowledge of the score and its musical elements. Instructional and assessment strategies reflect a basic understanding of possible technical considerations for rehearsal. | Demonstrates mastery of the score including knowledge of transposition and a full sense of complexity of rhythms and mixed meters. Instruction and assessment strategies demonstrate full comprehension of the technical consideration in |
| 29. Uses effective conducting and musical leadership in classroom instruction and ensemble performance. | Fails to demonstrate conducting and gesturing that guides, leads and motivates the ensemble. Conducting cues are unclear. Unable to identify and diagnose performance errors and/or prescribe solutions. | Demonstrates conducting and gesturing that infrequently guide, leads and motivates the ensemble. Conducting cues are attempted and often unclear. May identify performances errors, but are unable to prescribe solutions. | Demonstrates conducting and gesturing that often guide leads and motivates the ensemble. Conducting cues are generally clear and efforts are made to communicate the musical intent of the score. Frequently identifies and diagnoses performances errors, and makes attempts to prescribe solutions. | Demonstrates conducting gestures that are both realistic and productive. Conducting ques are clear, and musicality within the score is realized through constant diagnosis and modification of performance errors. |
| 30. Shows evidence of fostering/promoting a musical and aesthetic experience in students. | Musicianship is totally lacking in director and product of ensemble. | Some musicianship in the guidance of the director and performance of the ensemble is occurring but, minimal aesthetic reaction is evident. | Teaching is regularly resulting in positive musical reactions from students with substantial reaction. | Directing and teaching strategy and musical guidance allows, encourages, and results in students being excited and aesthetically pleased with musical results and performance. |
| 31. Pedagogically addresses the characteristics of individual instruments and vocal parts. | Frequently is unable to demonstrate knowledge of ranges, vocal or instrument tendencies, fingerings, embouchures, instrument executive skills, articulation, and tone production. | Demonstrates limited knowledge of ranges, vocal or instrument tendencies, fingerings, embouchures, instrument executive skills, articulation, and tone production. | Demonstrates some knowledge of ranges, vocal or instrument tendencies, fingerings, embouchures, instrument executive skills, articulation, and tone production. | Demonstrates complete and confident knowledge of ranges, vocal or instrument tendencies, fingerings, embouchures, instrument usage and vocal skills, articulation and tone production. |
| 32. *A-Chorus and General Music:* Uses classroom accompanying skills (piano, guitar, Orff instruments). | Does not demonstrate technical accuracy. No attempt made to incorporate dynamic/stylistic awareness using steady and appropriate tempo. | Rarely demonstrates technical accuracy. Little attempt made to incorporate dynamic/stylistic awareness using steady and appropriate tempo. | Demonstrates a functional level of technical accuracy. Inconsistently incorporates dynamic/stylistic awareness using steady and appropriate tempo. | Demonstrates mastery of accompanying skills, especially in accuracy of stable rhythmic and stylistic ability. |
| *B-Band:* Uses vocalization of parts during rehearsal. | Does not possess or use vocalization skills in rehearsal. | Occasionally demonstrates correct rhythmic, stylistic, and pitch accuracy in rehearsal. | Often and appropriately demonstrates correct rhythmic, stylistic, and pitch accuracy through vocalization. | At appropriate times, demonstrates mastery of rhythmic, stylistic, and pitch accuracy through vocalization in rehearsal. |
| 33. Provides opportunities for students to sing and/or play, alone and with others, a varied repertoire of music. | Lessons do not contain opportunities for singing and/or playing with expression, and technical accuracy, a diverse repertoire of literature in the context of large and small ensembles, as well as solo performances. | Lessons rarely contain opportunities for singing and/or playing with expression, and technical accuracy, a diverse repertoire of literature in the context of large and small ensembles, as well as solo performances. | Lessons usually contain opportunities for singing and/or playing with expression, and technical accuracy, a diverse repertoire of literature in the context of large and small ensembles, as well as solo performances. | Lessons always contain opportunities for students to demonstrate individual and group skills in singing and playing with musicality and technical accuracy. A diverse repertoire of music is offered in various settings. |

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| 34. Provides opportunities for students to improvise, compose, and/or arrange music within specific guidelines. | No creative opportunities are provided during lessons for the development of aural skills, improvisation, composition and/or arranging. | Creative opportunities are rarely provided during lessons for the development of aural skills, improvisation, composition and/or arranging. | Creative opportunities are occasionally provided during lessons for the development of aural skills, improvisation, composition and/or arranging. | Creative opportunities for the development of aural skills, improvisation, composition and/or arranging are continuously encouraged and effectively guided. |
| 35. Provides opportunities for students to read and notate music. | Daily lessons rarely include experiences in music reading. | Lessons reflect limited experiences in reading a musical score, and few opportunities are provided for the purpose of reading and writing notation. | Most lessons reflect experiences in reading a musical score, as well as reading and writing notation for the purpose of skills development. | The importance of music literacy in most lessons is understood and students are regularly exposed to the development of reading and writing skills and show improved competency and creativity. |
| 36. Provides opportunities for students to listening to, analyze describe, and evaluate music and music performances. | Provides no opportunities for students to listen to, analyze, describe, and evaluate music and music performances. | Rarely provides opportunities for students to listen to, analyze, describe, and evaluate music and music performances. | Some experiences are provided for students to listen to performances of quality literature and ensembles (live and/or recorded). Lessons generally provide opportunities to analyze, describe, and assess music and music performances within the classroom setting (self-assessment, peer-assessment and assessment of other ensembles). | Expert guidance is provided on a regular basis, to expose students to opportunities and practice in listening to, analyzing, describing and evaluating music performance quality. |
| 37. Shows excellence in addressing and educating students in the advocacy of music and arts education. | No understanding for providing the advocacy of music and the arts is evident. No effort is made to educate the student. | Concern and awareness for defending and advocating music and the arts is developing and some indication of educating students in this regard is evident. | There is clear evidence that a devotion to the advocacy of music and the arts in of concern. The promotion of this is effectively communicated to students. | A convincing and devoted philosophy and passion for the advocacy of music and the arts is communicated, promoted, and cultivated to all communities, including students. |
| 38. GENERAL MUSIC ONLY: <br><br>Students are provided opportunities in social, cognitive, physical, language, and musical development. | No conscious understanding of the needs or results of providing students with experiences in total development are evident. | A full understanding of the importance of providing opportunities of total development is not clearly realized, but some evidence shows consideration is sometimes given to provide such experiences. | A conscious effort and realization of needs and results are regularly attempted, in providing students with experiences in total development. | Each day, the needs and importance of offering to the students opportunities in total development, are completely considered, implemented and realized. |
| BAND and CHORUS ONLY: <br><br>Work with individuals, small ensembles, and large ensembles. | The teacher does not provide opportunities for various sized ensemble experience. If different sized groups exist, the teacher makes no adjustment to each. | The teacher begins to teach different sized groups with some understanding of the unique characteristics and role of each group, providing more musical and effective leadership. | The teacher adjusts personality and style to different sized groups, and achieves increased musicality in each. | The teacher fully understands and implements the pedagogical methods and personality skills that are evident in mature teaching and musicianship. |

# SST — Content Knowledge – Performance Domain 5

| | Beginning | Developing | Proficient | Excellent |
|---|---|---|---|---|
| 28. General content was factual and presented in an accurate way | There were factual errors in the lesson | Lesson was factually correct but presented in a way that would lead the learner to misconceptions | All information was factually accurate and presented in such a way as to provide no misconceptions within the sequence of the material. | All information was factually accurate and presented in such a way as to provide synthesis within the sequence of the material. |
| 29. General content was linked to previous Social Studies learning | No attempt was made to relate information to previous Social Studies content and learning | Content was linked in a general way to previous Social Studies content and learning | Content was clearly linked to previous content and learning in such a way to provide deep and enduring learning. | Content was clearly linked to previous content and learning in such a way to provide deep and enduring learning and inspire the learner to investigate more about the content. |
| 30. General content was related to other Social Studies disciplines. | No attempt was made to provide links to other social studies disciplines | A general attempt was make to link content to other Social Studies disciplines | Content was clearly linked to other Social Studies disciplines and learning in such a way to provide deep and enduring learning | Content was clearly linked to other Social Studies disciplines and learning in such a way to provide deep and enduring learning and inspire the learner to investigate more about the content. |
| 31 Interdisciplinary Thematic Standards | For each Interdisciplinary Thematic standard attempted the content was not presented in a factual, logically sequenced way with no links to other disciplines or themes. | For each Interdisciplinary Thematic standard attempted the content was presented in a factual and logically sequenced way with at least one link to other disciplines and or themes. | For each Interdisciplinary Thematic standard attempted the content was presented in a factual and logically sequenced way with links to other disciplines and themes. | For each Interdisciplinary Thematic standard attempted the content was presented in a creative factual and logically sequenced way with several links to other disciplines and themes. |

# CHE—Content Knowledge-Performance Domain 5

| | Beginning | Developing | Proficient | Excellent |
|---|---|---|---|---|
| 28. Understands and engages students in activities related to the nature of science *(history, philosophy and practice of science)*. | Demonstrates no understanding of the nature of science and does not make it any part of student learning | Demonstrates an understanding of the nature of science in at least one instructional activity implemented with the students | Demonstrates an understanding of the nature of science in several instructional activities implemented with the students | Demonstrates an advanced understanding of nature of science in several instructional activities implemented with the students |
| 29. Understands and utilizes appropriate methods of scientific inquiry during instruction. | Inquiry methods are not utilized during instruction. Does not require students to make conclusions based on their results in any activities or if so, inquiry is not developmentally appropriate. | At least once during instruction inquiry methods are used, illustrating a basic understanding of utilizing inquiry in instruction | Several times, developmentally appropriate inquiry methods are implemented in instruction; at least once students are required to develop concepts and relationships from their observations, data, and inferences. | Always, developmentally appropriate inquiry methods are implemented during instruction; requires students to develop concepts and relationships from their observations, data and inferences several times throughout instruction. |
| 30. When appropriately relevant to the content, engages students in studies of a) socially important issues and alternative solutions and/or b)the local community and its issues and/or resources | Socially important issues related to the content are not discussed during instruction<br><br>Local community or local issues are never discussed; community resources are not utilized during instruction. | At least once during instruction students are *either* engaged in socially important issues related to the content, *or* the local community and its issues and/or resources related to the content. | Often, the students are engaged in socially important issues related to the content, including alternative solutions are discussed along with student opinions. The students are also engaged in studies related to the local community and its issues or resources as related to the content. | Several times, the students are engaged in socially important issues related to the content, including alternative solutions are discussed along with student opinions. The students are engaged in meaningful studies related to the local community and its issues or resources as related to the content. |
| 31. Exhibits proper and safe techniques for the handling of all material used before, during or after science instruction, including ethical treatment of all living organisms. | Unsafe and improper techniques are used consistently. Living organisms are not treated in a proper manner; the safety and welfare of the organisms and/or the students is not taken into consideration. | At least once during instruction, the opportunity for instruction in safe procedures with science materials occurred and was properly implemented. | Proper and safe techniques are used consistently. Living organisms are treated properly in the classroom and/or in the field, and student safety is always a consideration. | Proper and safe techniques are promoted and always used with consistently. Living organisms are consistently treated properly in the classroom and/or in the field, and student safety is always a priority. |
| 32. Knows and follows emergency procedures, knows location and use of all safety equipment, and ensures safety procedures are appropriate for the activities and abilities of all students during instruction. | Exhibits no knowledge of emergency procedures, safety equipment, or safety procedures for the students. Does not model and supervise safe behaviors by students. | Generally exhibits knowledge of and proper use of safety equipment and models safe behavior. | Exhibits knowledge of and proper implementation of emergency procedures, safety equipment, and safety procedures for students. Models safe behavior and attempts to ensure students do the same. | Exhibits advanced knowledge of and proper implementation of emergency procedures, safety equipment, and safety procedures for students. Models safe behavior and encourages students to do the same. |
| 33. Engages actively and continuously in opportunities for professional learning and/or leadership that reach beyond minimum field experience requirements. | Shows no interest in professional growth; barely meets minimum requirements | Engages in at least one activity that adds to professional growth beyond minimum requirements | Engages in two or more activities that add to professional growth beyond minimum requirements | Engages in ongoing activities that add to professional growth beyond minimum to advanced requirements. |