



Spadoni College of Education and Social Sciences

SPA Formative/Summative Rubric - Elementary Education (ACEI)

The SPA Summative Rubric is a key assessment for the elementary education program in the Spadoni College of Education and Social Sciences. Candidates must earn a mean score of 2 on the rubric to successfully complete their internship and meet graduation requirements.

Please complete a ACEI/Elementary Education formative/summative rubric for each intern

listed below:

Intern:

Program:

Course:

Semester:

University Supervisor:

School:

Cooperating Teacher:

Grade (s)/Subject:

Which assessment is this?

Formative Assessment

Summative Assessment

Completed by?

Intern

Cooperating Teacher

University Supervisor

Consensus

NOTE:

Exemplary rating requires supporting evidence.

Unacceptable requires an improvement plan and student teaching to be extended or repeated if there is insufficient improvement in the time allotted.

ACEI 1.0 Development, Learning and Motivation

1.0A SCTS Domain: Planning - Indicator: Instructional Plans (CAEP R1.1, InTASC 1, 2)

Exceeds Expectations *TEP: Candidate knows and understands how elementary students' learning is influenced by individual experiences, talents, disabilities, prior knowledge, language and culture. Evidence shows that the:* - Candidate provides clear evidence in long-range curriculum planning, that instruction and assessment of student learning are based on state curriculum standards. - Candidate provides clear evidence in long-range curriculum planning that instruction and assessment of student learning are based on a learning taxonomy as one way to structure long-range goals. - Candidate provides clear evidence in long-range curriculum planning that instruction and assessment of student learning incorporate SPA standards (as appropriate) into instructional units.

Meets Expectations *TEP: Candidate knows and understands how elementary students' learning is influenced by individual experiences, talents, disabilities, prior knowledge, language and culture. Evidence shows that the:* - Candidate provides evidence in long-range curriculum planning that instruction and assessment of student learning are based on state curriculum standards.- Candidate provides evidence in long-range curriculum planning that instruction and assessment of student learning are based on a learning taxonomy as one way to structure long-range goals. - Candidate provides evidence in long-range curriculum planning instruction and assessment of student learning that incorporate SPA standards (as appropriate) into instructional units.

Does Not Meet Expectations *TEP: Candidate knows and understands how elementary students' learning is influenced by individual experiences, talents, disabilities, prior knowledge, language and culture. The candidate displays deficiencies in the following ways:* - Candidate does not provide evidence in long-range curriculum planning that instruction and assessment of student learning are based on state curriculum standards. - Candidate does not provide evidence in long-range curriculum planning that instruction and assessment of student learning are based on a learning taxonomy as one way to structure long-range goals. - Candidate does not provide evidence in long-range curriculum planning that instruction and assessment of student learning incorporate SPA standards (as appropriate) into instructional units.

1.0B SCTS Domain: Planning - Indicator: Student Work, Assessment (CAEP R1.1, InTASC 1, 2)

Exceeds Expectations *TEP: Candidate appropriately uses student performance data to construct learning opportunities that support individual student's acquisition of knowledge. Evidence shows that the:* - Candidate always draws on developmental knowledge to plan curriculum that is achievable, meaningful, challenging, and motivating for children at various developmental levels. - Candidate's plans always indicate (where appropriate) accommodations for learners with diverse needs. - Candidate always demonstrates awareness that multiple factors can influence student performance, and that these factors inform planning.

Meets Expectations *TEP: Candidate uses the major concepts of the elementary content subjects and a variety of approaches to facilitate and support student learning and development. Evidence shows that the:* - Candidate's plans usually use a variety of instructional strategies, materials, and resources to engage all students in learning. - Candidate usually provides a list of materials, resources, and/or technologies to support instructional plans. - Candidate's plans usually take into consideration the learning styles of students.

Does Not Meet Expectations *TEP: Candidate does not use student performance data to construct learning opportunities that support individual student's acquisition of knowledge. The candidate displays deficiencies in the following ways:* - Candidate fails to use student performance on various formal and informal assessments to guide instructional planning. - The candidate's plans do not provide (where appropriate) accommodations for learners with diverse needs. - Candidate seems unaware that multiple factors can influence student performance, and that these factors inform planning.

1.0C SCTS Domain: Instruction - Indicator: Standards & Objectives // Domain: Environment - Indicator: Expectations (CAEP R1.3, InTASC 7)

Exceeds Expectations *TEP: Candidate creates instructional opportunities for all students, communicates that all students can learn, and maintains high expectations for student achievement. Evidence shows that the:* - Candidate always establishes and communicates high, appropriate expectations for student learning and behavior. - Candidate always maintains and reinforces expectations orally and in writing. - Candidate always uses appropriate nonverbal cues to reinforce expectations.

Meets Expectations *TEP: Candidate creates instructional opportunities for all students, communicates that all students can learn, and maintains high expectations for student achievement. Evidence shows that the:* - Candidate usually establishes and communicates high, appropriate expectations for student learning and behavior. - Candidate usually maintains and reinforces expectations orally and in writing. - Candidate usually uses appropriate nonverbal cues to reinforce expectations.

Does Not Meet Expectations *TEP: Candidate does not create instructional opportunities for all students and establishes, does not communicate the belief that all students can learn or that he/she has high expectations for student achievement. The candidate displays deficiencies in the following ways:* - Candidate does not establish or communicate high, appropriate expectations for student learning and behavior. - Candidate does not maintain or reinforce expectations orally and in writing. - Candidate does not utilize appropriate nonverbal cues to reinforce expectations.

1.0D SCTS Domain: Environment - Indicator: Expectations, Respectful Culture (CAEP R1.1, InTASC 3)

Exceeds Expectations *TEP: Candidate creates and maintains a classroom culture of learning that supports individual student's acquisition of knowledge. Evidence shows that the:* - Candidate always illustrates dispositions and behavior that indicate that he/she values learning. - Candidate always acknowledges and rewards academic achievements. - Candidate's classroom displays items that always communicate a culture of learning.

Meets Expectations *TEP: Candidate creates and maintains a classroom culture of learning that supports individual student's acquisition of knowledge. Evidence shows that the:* - Candidate usually illustrates dispositions and behavior that indicate that he/she values learning. - Candidate usually acknowledges and rewards academic achievements. - Candidate's classroom displays items that usually communicate a culture of learning.

Does Not Meet Expectations *TEP: Candidate does not create a classroom culture of learning that supports individual student's acquisition of knowledge. The candidate displays deficiencies in the following ways:* - Candidate does not illustrate dispositions and behavior that indicate that he/she values learning. - Candidate does not acknowledge or reward academic achievements. - Candidate's classroom does not display items that communicate a culture of learning.

1.0E SCTS Domain: Instruction - Indicator: Lesson Structure & Pacing (CAEP R1.3, InTASC 6)

Exceeds Expectations *TEP: Candidate efficiently manages non-instructional routines that support individual student's acquisition of knowledge. Evidence shows that the:* - Candidate has established various efficient routines for all non-instructional tasks. - Candidate is aware of most school/district policies. - Candidate always seeks assistance from fellow teachers and/or administrators when necessary.

Meets Expectations *TEP: Candidate efficiently manages non-instructional routines that support individual student's acquisition of knowledge. Evidence shows that the:* - Candidate has established various efficient routines for most non-instructional tasks. - Candidate is aware of most school/district policies. - Candidate usually seeks assistance from fellow teachers and/or administrators when necessary.

Does Not Meet Expectations *TEP: Candidate has not developed non-instructional routines that support individual student's acquisition of knowledge. The candidate displays deficiencies in the following ways:* - Candidate has not established various efficient routines for non-instructional tasks. - Candidate is not aware of school/district policies. - Candidate does not seek assistance from fellow teachers and/or administrators when necessary.

ACEI 2.1 Reading, Writing, and Oral Language

2.1A SCTS Domain: Instruction - Indicator: Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary English Language Arts curriculum. Evidence shows that the:* - Candidate always maintains current knowledge of subject matter, including state and SPA standards. - Candidate is always able to accurately respond to students' content questions. - Candidate's instruction and instructional materials always reveal accurate and thorough command of the subject matter.

Meets Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary English Language Arts curriculum. Evidence shows that the:* - Candidate usually maintains current knowledge of subject matter, including state and SPA standards. - Candidate is usually able to accurately respond to students' content questions. - Candidate's instruction and instructional materials usually reveal accurate and thorough command of the subject matter.

Does Not Meet Expectations *TEP: Candidate does not demonstrate that he/she knows, understands, and uses the major concepts of the elementary English Language Arts curriculum. The candidate displays deficiencies in the following ways:* - Candidate fails to maintain current knowledge of subject matter, including state and SPA standards. - Candidate is unable to accurately respond to students' content questions. - Candidate's instruction and instructional materials do not reveal accurate or thorough command of the subject matter.

2.1B SCTS Domain: Instruction - Indicator: Presenting Instructional Content, Teacher Knowledge of Students, Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the elementary English Language Arts curriculum. Evidence shows that the:* - Candidate always provides appropriate content. - Candidate always reflects on community standards in selecting content. - Candidate always provides subject matter in a balanced, objective manner. - Candidate always considers age-appropriateness in selecting content.

Meets Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the elementary English Language Arts curriculum. Evidence shows that the:* - Candidate usually provides appropriate content. - Candidate usually reflects on community standards in selecting content. - Candidate usually provides subject matter in a balanced, objective manner. - Candidate usually considers age-appropriateness in selecting content.

Does Not Meet Expectations *TEP: Candidate is unable to design lessons that integrate the appropriate major concepts of the elementary English Language Arts curriculum. The candidate displays deficiencies in the following ways:* - Candidate does not provide appropriate content. - Candidate does not reflect on community standards in selecting content. - Candidate does not provide subject matter in a balanced, objective manner. - Candidate fails to consider age-appropriateness in selecting content.

2.1C SCTS Domain: Instruction - Indicator: Motivating Students, Activities & Materials, Presenting Instructional Content, Lesson Structure & Pacing (CAEP R1.2, R1.3; InTASC 4, 7)

Exceeds Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary English Language Arts curriculum. Evidence shows that the:* - Candidate always structures the content to provide meaningful learning. - Candidate always relates subject matter to real world experiences, where appropriate. - Candidate always paces content appropriately. - Candidate always emphasizes key elements and provides clear explanations

Meets Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary English Language Arts curriculum. Evidence shows that the:* - Candidate usually structures the content to provide meaningful learning. - Candidate usually relates subject matter to real world experiences, where appropriate. - Candidate usually paces content appropriately. - Candidate usually emphasizes key elements and provides clear explanations

Does Not Meet Expectations *TEP: Candidate is unable to develop lessons to promote meaningful learning of the major concepts of the elementary English Language Arts curriculum. The candidate displays deficiencies in the following ways:* - Candidate does not structure the content to provide meaningful learning. - Candidate does not relate subject matter to real world experiences, where appropriate. - Candidate does not pace content appropriately. - Candidate does not emphasize key elements or provide clear explanations.

ACEI 2.2 Science

2.2A SCTS Domain: Instruction - Indicator: Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary science curriculum. Evidence shows that the:* - Candidate always maintains current knowledge of subject matter, including state and SPA standards. - Candidate is always able to accurately respond to students' content questions. - Candidate's instruction and instructional materials always reveal accurate and thorough command of the subject matter.

Meets Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary science curriculum. Evidence shows that the:* - Candidate usually maintains current knowledge of subject matter, including state and SPA standards. - Candidate is usually able to accurately respond to students' content questions. - Candidate's instruction and instructional materials usually reveal accurate and thorough command of the subject matter.

Does Not Meet Expectations *TEP: Candidate does not demonstrate that he/she knows, understands, and uses the major concepts of the elementary science curriculum. The candidate displays deficiencies in the following ways:* - Candidate fails to maintain current knowledge of subject matter, including state and SPA standards. - Candidate is unable to accurately respond to students' content questions. - Candidate's instruction and instructional materials do not reveal accurate or thorough command of the subject matter.

2.2B SCTS Domain: Instruction - Indicator: Presenting Instructional Content, Teacher Knowledge of Students, Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the elementary science curriculum. Evidence shows that the:* - Candidate always provides appropriate content. - Candidate always reflects on community standards in selecting content. - Candidate always provides subject matter in a balanced, objective manner. - Candidate always considers age-appropriateness in selecting content.

Meets Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the elementary science curriculum. Evidence shows that the:* - Candidate usually provides appropriate content. - Candidate usually reflects on community standards in selecting content. - Candidate usually provides subject matter in a balanced, objective manner. - Candidate usually considers age-appropriateness in selecting content.

Does Not Meet Expectations *TEP: Candidate is unable to design lessons that integrate the appropriate major concepts of the elementary science curriculum. The candidate displays deficiencies in the following ways:* - Candidate does not provide appropriate content. - Candidate does not reflect on community standards in selecting content. - Candidate does not provide subject matter in a balanced, objective manner. - Candidate fails to consider age-appropriateness in selecting content.

2.2C SCTS Domain: Instruction - Indicator: Motivating Students, Activities & Materials, Presenting Instructional Content, Lesson Structure & Pacing (CAEP R1.2, R1.3; InTASC 4, 7)

Exceeds Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary science curriculum. Evidence shows that the:* - Candidate always structures the content to provide meaningful learning. - Candidate always relates subject matter to real world experiences, where appropriate. - Candidate always paces content appropriately. - Candidate always emphasizes key elements and provides clear explanations.

Meets Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary science curriculum. Evidence shows that the:* - Candidate usually structures the content to provide meaningful learning. - Candidate usually relates subject matter to real world experiences, where appropriate. - Candidate usually paces content appropriately. - Candidate usually emphasizes key elements and provides clear explanations.

Does Not Meet Expectations *TEP: Candidate is unable to develop lessons to promote meaningful learning of the major concepts of the elementary science curriculum. The candidate displays deficiencies in the following ways:* - Candidate does not structure the content to provide meaningful learning. - Candidate does not relate subject matter to real world experiences, where appropriate. - Candidate does not pace content appropriately. - Candidate does not emphasize key elements or provide clear explanations.

ACEI 2.3 Mathematics

2.3A SCTS Domain: Instruction - Indicator: Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary mathematics curriculum. Evidence shows that the:* - Candidate always maintains current knowledge of subject matter, including state and SPA standards. - Candidate is always able to accurately respond to students' content questions. - Candidate's instruction and instructional materials always reveal accurate and thorough command of the subject matter.

Meets Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary mathematics curriculum. Evidence shows that the:* - Candidate usually maintains current knowledge of subject matter, including state and SPA standards. - Candidate is usually able to accurately respond to students' content questions. - Candidate's instruction and instructional materials usually reveal accurate and thorough command of the subject matter.

Does Not Meet Expectations *TEP: Candidate does not demonstrate that he/she knows, understands, and uses the major concepts of the elementary mathematics curriculum. The candidate displays deficiencies in the following ways:* - Candidate fails to maintain current knowledge of subject matter, including state and SPA standards. - Candidate is unable to accurately respond to students' content questions. - Candidate's instruction and instructional materials do not reveal accurate or thorough command of the subject matter

2.3B SCTS Domain: Instruction - Indicator: Presenting Instructional Content, Teacher Knowledge of Students, Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the elementary mathematics curriculum. Evidence shows that the:* - Candidate always provides appropriate content. - Candidate always reflects on community standards in selecting content. - Candidate always provides subject matter in a balanced, objective manner. - Candidate always considers age-appropriateness in selecting content.

Meets Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the elementary mathematics curriculum. Evidence shows that the:* - Candidate usually provides appropriate content. - Candidate usually reflects on community standards in selecting content. - Candidate usually provides subject matter in a balanced, objective manner. - Candidate usually considers age-appropriateness in selecting content.

Does Not Meet Expectations *TEP: Candidate in unable to design lessons that integrate the appropriate major concepts of the elementary mathematics curriculum. The candidate displays deficiencies in the following ways:* - Candidate does not provide appropriate content. - Candidate does not reflect on community standards in selecting content. - Candidate does not provide subject matter in a balanced, objective manner. - Candidate fails to consider age-appropriateness in selecting content.

2.3C SCTS Domain: Instruction - Indicator: Motivating Students, Activities & Materials, Presenting Instructional Content, Lesson Structure & Pacing
(CAEP R1.2, R1.3; InTASC 4, 7)

Exceeds Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary mathematics curriculum. Evidence shows that the:* - Candidate always structures the content to provide meaningful learning. - Candidate always relates subject matter to real world experiences, where appropriate.- Candidate always paces content appropriately.- Candidate always emphasizes key elements and provides clear explanations.

Meets Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary mathematics curriculum. Evidence shows that the:* - Candidate usually structures the content to provide meaningful learning. - Candidate usually relates subject matter to real world experiences, where appropriate. - Candidate usually paces content appropriately. - Candidate usually emphasizes key elements and provides clear explanations.

Does Not Meet Expectations *TEP: Candidate is unable to develop lessons to promote meaningful learning of the major concepts of the elementary mathematics curriculum. The candidate displays deficiencies in the following ways:* - Candidate does not structure the content to provide meaningful learning. - Candidate does not relate subject matter to real world experiences, where appropriate. - Candidate does not pace content appropriately. - Candidate does not emphasize key elements or provide clear explanations.

ACEI 2.4 Social Studies

2.4A SCTS Domain: Instruction - Indicator: Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary social studies curriculum. Evidence shows that the:* - Candidate always maintains current knowledge of subject matter, including state and SPA standards. - Candidate is always able to accurately respond to students' content questions. - Candidate's instruction and instructional materials always reveal accurate and thorough command of the subject matter.

Meets Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary social studies curriculum. Evidence shows that the:* - Candidate usually maintains current knowledge of subject matter, including state and SPA standards. - Candidate is usually able to accurately respond to students' content questions. - Candidate's instruction and instructional materials usually reveal accurate and thorough command of the subject matter.

Does Not Meet Expectations *TEP: Candidate does not demonstrate that he/she knows, understands, and uses the major concepts of the elementary social studies curriculum. The candidate displays deficiencies in the following ways:* - Candidate fails to maintain current knowledge of subject matter, including state and SPA standards. - Candidate is unable to accurately respond to students' content questions. - Candidate's instruction and instructional materials do not reveal accurate or thorough command of the subject matter.

2.4B SCTS Domain: Instruction - Indicator: Presenting Instructional Content, Teacher Knowledge of Students, Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the elementary social studies curriculum. Evidence shows that the:* - Candidate always provides appropriate content. - Candidate always reflects on community standards in selecting content. - Candidate always provides subject matter in a balanced, objective manner. - Candidate always considers age-appropriateness in selecting content.

Meets Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the elementary social studies curriculum. Evidence shows that the:* - Candidate usually provides appropriate content. - Candidate usually reflects on community standards in selecting content. - Candidate usually provides subject matter in a balanced, objective manner. - Candidate usually considers age-appropriateness in selecting content.

Does Not Meet Expectations *TEP: Candidate is unable to design lessons that integrate the appropriate major concepts of the elementary social studies curriculum. The candidate displays deficiencies in the following ways:* - Candidate does not provide appropriate content. - Candidate does not reflect on community standards in selecting content. - Candidate does not provide subject matter in a balanced, objective manner. - Candidate fails to consider age-appropriateness in selecting content.

2.4C SCTS Domain: Instruction - Indicator: Motivating Students, Activities & Materials, Presenting Instructional Content, Lesson Structure & Pacing (CAEP R1.2, R1.3; InTASC 4, 7)

Exceeds Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the social studies curriculum. Evidence shows that the:* - Candidate always structures the content to provide meaningful learning. - Candidate always relates subject matter to real world experiences, where appropriate. - Candidate always paces content appropriately. - Candidate always emphasizes key elements and provides clear explanations.

Meets Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary social studies curriculum. Evidence shows that the:* - Candidate usually structures the content to provide meaningful learning. - Candidate usually relates subject matter to real world experiences, where appropriate. - Candidate usually paces content appropriately. - Candidate usually emphasizes key elements and provides clear explanations.

Does Not Meet Expectations *TEP: Candidate is unable to develop lessons to promote meaningful learning of the major concepts of the elementary social studies curriculum. The candidate displays deficiencies in the following ways:* - Candidate does not structure the content to provide meaningful learning. - Candidate does not relate subject matter to real world experiences, where appropriate. - Candidate does not pace content appropriately. - Candidate does not emphasize key elements or provide clear explanations.

ACEI 2.5 The Arts

2.5A SCTS Domain: Instruction - Indicator: Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary arts curriculum. Evidence shows that the:* - Candidate always maintains current knowledge of subject matter, including state and SPA standards. - Candidate is always able to accurately respond to students' content questions. - Candidate's instruction and instructional materials always reveal accurate and thorough command of the subject matter.

Meets Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary arts curriculum. Evidence shows that the:* - Candidate usually maintains current knowledge of subject matter, including state and SPA standards. - Candidate is usually able to accurately respond to students' content questions. - Candidate's instruction and instructional materials usually reveal accurate and thorough command of the subject matter.

Does Not Meet Expectations *TEP: Candidate does not demonstrate that he/she knows, understands, and uses the major concepts of the elementary arts curriculum. The candidate displays deficiencies in the following ways:* - Candidate fails to maintain current knowledge of subject matter, including state and SPA standards. - Candidate is unable to accurately respond to students' content questions. - Candidate's instruction and instructional materials do not reveal accurate or thorough command of the subject matter.

2.5B SCTS Domain: Instruction - Indicator: Presenting Instructional Content, Teacher Knowledge of Students, Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the elementary arts curriculum. Evidence shows that the:* - Candidate always provides appropriate content. - Candidate always reflects on community standards in selecting content. - Candidate always provides subject matter in a balanced, objective manner. - Candidate always considers age-appropriateness in selecting content.

Meets Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the elementary arts curriculum. Evidence shows that the:* - Candidate usually provides appropriate content. - Candidate usually reflects on community standards in selecting content. - Candidate usually provides subject matter in a balanced, objective manner. - Candidate usually considers age-appropriateness in selecting content.

Does Not Meet Expectations *TEP: Candidate is unable to design lessons that integrate the appropriate major concepts of the elementary arts curriculum. The candidate displays deficiencies in the following ways:* - Candidate does not provide appropriate content. - Candidate does not reflect on community standards in selecting content. - Candidate does not provide subject matter in a balanced, objective manner. - Candidate fails to consider age-appropriateness in selecting content.

2.5C SCTS Domain: Instruction - Indicator: Motivating Students, Activities & Materials, Presenting Instructional Content, Lesson Structure & Pacing (CAEP R1.2, R1.3; InTASC 4, 7)

Exceeds Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary arts curriculum. Evidence shows that the:* - Candidate always structures the content to provide meaningful learning. - Candidate always relates subject matter to real world experiences, where appropriate. - Candidate always paces content appropriately. - Candidate always emphasizes key elements and provides clear explanations.

Meets Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary arts curriculum. Evidence shows that the:* - Candidate usually structures the content to provide meaningful learning. - Candidate usually relates subject matter to real world experiences, where appropriate. - Candidate usually paces content appropriately. - Candidate usually emphasizes key elements and provides clear explanations.

Does Not Meet Expectations *TEP: Candidate is unable to develop lessons to promote meaningful learning of the major concepts of the elementary arts curriculum. The candidate displays deficiencies in the following ways:* - Candidate does not structure the content to provide meaningful learning. - Candidate does not relate subject matter to real world experiences, where appropriate. - Candidate does not pace content appropriately. - Candidate does not emphasize key elements or provide clear explanations.

ACEI 2.6 Health Education

2.6A SCTS Domain: Instruction - Indicator: Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary health education curriculum. Evidence shows that the:* - Candidate always maintains current knowledge of subject matter, including state and SPA standards. - Candidate is always able to accurately respond to students' content questions. - Candidate's instruction and instructional materials always reveal accurate and thorough command of the subject matter

Meets Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary health education curriculum. Evidence shows that the:* - Candidate usually maintains current knowledge of subject matter, including state and SPA standards. - Candidate is usually able to accurately respond to students' content questions. - Candidate's instruction and instructional materials usually reveal accurate and thorough command of the subject matter.

Does Not Meet Expectations *TEP: Candidate does not demonstrate that he/she knows, understands, and uses the major concepts of the elementary health education curriculum. The candidate displays deficiencies in the following ways:* - Candidate fails to maintain current knowledge of subject matter, including state and SPA standards. - Candidate is unable to accurately respond to students' content questions. - Candidate's instruction and instructional materials do not reveal accurate or thorough command of the subject matter.

2.6B SCTS Domain: Instruction - Indicator: Presenting Instructional Content, Teacher Knowledge of Students, Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the elementary health education curriculum. Evidence shows that the:* - Candidate always provides appropriate content. - Candidate always reflects on community standards in selecting content. - Candidate always provides subject matter in a balanced, objective manner. - Candidate always considers age-appropriateness in selecting content.

Meets Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the health education curriculum. Evidence shows that the:* - Candidate usually provides appropriate content. - Candidate usually reflects on community standards in selecting content. - Candidate usually provides subject matter in a balanced, objective manner. - Candidate usually considers age-appropriateness in selecting content.

Does Not Meet Expectations *TEP: Candidate is unable to design lessons that integrate the appropriate major concepts of the elementary health education curriculum. The candidate displays deficiencies in the following ways:* - Candidate does not provide appropriate content. - Candidate does not reflect on community standards in selecting content. - Candidate does not provide subject matter in a balanced, objective manner. - Candidate fails to consider age-appropriateness in selecting content.

2.6C SCTS Domain: Instruction - Indicator: Motivating Students, Activities & Materials, Presenting Instructional Content, Lesson Structure & Pacing (CAEP R1.2, R1.3; InTASC 4, 7)

Exceeds Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary health education curriculum. Evidence shows that the:* - Candidate always structures the content to provide meaningful learning. - Candidate always relates subject matter to real world experiences, where appropriate. - Candidate always paces content appropriately. - Candidate always emphasizes key elements and provides clear explanations.

Meets Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary health education curriculum. Evidence shows that the:* - Candidate usually structures the content to provide meaningful learning. - Candidate usually relates subject matter to real world experiences, where appropriate. - Candidate usually paces content appropriately. - Candidate usually emphasizes key elements and provides clear explanations.

Does Not Meet Expectations *TEP: Candidate is unable to develop lessons to promote meaningful learning of the major concepts of the elementary health education curriculum. The candidate displays deficiencies in the following ways:* - Candidate does not structure the content to provide meaningful learning. - Candidate does not relate subject matter to real world experiences, where appropriate. - Candidate does not pace content appropriately. - Candidate does not emphasize key elements or provide clear explanations.

ACEI 2.7 Physical Education

2.7A SCTS Domain: Instruction - Indicator: Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary physical education curriculum. Evidence shows that the:* - Candidate always maintains current knowledge of subject matter, including state and SPA standards. - Candidate is always able to accurately respond to students' content questions. - Candidate's instruction and instructional materials always reveal accurate and thorough command of the subject matter.

Meets Expectations *TEP: Candidate knows, understands, and uses the major concepts of the elementary physical education curriculum. Evidence shows that the:* - Candidate usually maintains current knowledge of subject matter, including state and SPA standards. - Candidate is usually able to accurately respond to students' content questions. - Candidate's instruction and instructional materials usually reveal accurate and thorough command of the subject matter.

Does Not Meet Expectations *TEP: Candidate does not demonstrate that he/she knows, understands, and uses the major concepts of the elementary physical education curriculum. The candidate displays deficiencies in the following ways:* - Candidate fails to maintain current knowledge of subject matter, including state and SPA standards. - Candidate is unable to accurately respond to students' content questions. - Candidate's instruction and instructional materials do not reveal accurate or thorough command of the subject matter.

2.7B SCTS Domain: Instruction - Indicator: Presenting Instructional Content, Teacher Knowledge of Students, Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the elementary physical education curriculum. Evidence shows that the:* - Candidate always provides appropriate content. - Candidate always reflects on community standards in selecting content. - Candidate always provides subject matter in a balanced, objective manner. - Candidate always considers age-appropriateness in selecting content.

Meets Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the elementary physical education curriculum. Evidence shows that the:-* Candidate usually provides appropriate content. - Candidate usually reflects on community standards in selecting content. - Candidate usually provides subject matter in a balanced, objective manner. - Candidate usually considers age-appropriateness in selecting content.

Does Not Meet Expectations *TEP: Candidate in unable to design lessons that integrate the appropriate major concepts of the physical education curriculum. The candidate displays deficiencies in the following ways:-* Candidate does not provide appropriate content. - Candidate does not reflect on community standards in selecting content. - Candidate does not provide subject matter in a balanced, objective manner. - Candidate fails to consider age-appropriateness in selecting content.

2.7C SCTS Domain: Instruction - Indicator: Motivating Students, Activities & Materials, Presenting Instructional Content, Lesson Structure & Pacing (CAEP R1.2, R1.3; InTASC 4, 7)

Exceeds Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary physical education curriculum. Evidence shows that the:* - Candidate always structures the content to provide meaningful learning. - Candidate always relates subject matter to real world experiences, where appropriate. - Candidate always paces content appropriately. - Candidate always emphasizes key elements and provides clear explanations.

Meets Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the elementary physical education curriculum. Evidence shows that the:* - Candidate usually structures the content to provide meaningful learning. - Candidate usually relates subject matter to real world experiences, where appropriate. - Candidate usually paces content appropriately. - Candidate usually emphasizes key elements and provides clear explanations.

Does Not Meet Expectations *TEP: Candidate is unable to develop lessons to promote meaningful learning of the major concepts of the elementary physical education curriculum. The candidate displays deficiencies in the following ways:* - Candidate does not structure the content to provide meaningful learning. - Candidate does not relate subject matter to real world experiences, where appropriate. - Candidate does not pace content appropriately. - Candidate does not emphasize key elements or provide clear explanations.

2.8 SC Computer Science and Digital Literacy Standards

2.8A SCTS Domain: Instruction - Indicator: Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate knows, understands, and uses the major concepts of the SC Computer Science and Digital Literacy Standards. Evidence shows that the:* - Candidate always maintains current knowledge of subject matter, including state standards. - Candidate is always able to accurately respond to students' content questions. - Candidate's instruction and instructional materials always reveal accurate and thorough command of the subject matter.

Meets Expectations *TEP: Candidate knows, understands, and uses the major concepts of the SC Computer Science and Digital Literacy Standards. Evidence shows that the:* - Candidate usually maintains current knowledge of subject matter, including state standards. - Candidate is usually able to accurately respond to students' content questions. - Candidate's instruction and instructional materials usually reveal accurate and thorough command of the subject matter

Does Not Meet Expectations *TEP: Candidate does not demonstrate that he/she knows, understands, and uses the major concepts of the SC Computer Science and Digital Literacy Standards. The candidate displays deficiencies in the following ways:* - Candidate fails to maintain current knowledge of subject matter, including state standards. - Candidate is unable to accurately respond to students' content questions. - Candidate's instruction and instructional materials do not reveal accurate or thorough command of the subject matter.

2.8B SCTS Domain: Instruction - Indicator: Presenting Instructional Content, Teacher Knowledge of Students, Teacher Content Knowledge (CAEP R1.2, InTASC 4)

Exceeds Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the SC Computer Science and Digital Literacy Standards. Evidence shows that the:* - Candidate always provides appropriate content. - Candidate always reflects on community standards in selecting content. - Candidate always provides subject matter in a balanced, objective manner. - Candidate always considers age-appropriateness in selecting content.

Meets Expectations *TEP: Candidate designs lessons that integrate the appropriate major concepts of the SC Computer Science and Digital Literacy Standards. Evidence shows that the:* - Candidate usually provides appropriate content. - Candidate usually reflects on community standards in selecting content. - Candidate usually provides subject matter in a balanced, objective manner. - Candidate usually considers age-appropriateness in selecting content.

Does Not Meet Expectations *TEP: Candidate is unable to design lessons that integrate the appropriate major concepts of the SC Computer Science and Digital Literacy Standards. The candidate displays deficiencies in the following ways:* - Candidate does not provide appropriate content. - Candidate does not reflect on community standards in selecting content. - Candidate does not provide subject matter in a balanced, objective manner. - Candidate fails to consider age-appropriateness in selecting content.

2.8C SCTS Domain: Instruction - Indicator: Motivating Students, Activities & Materials, Presenting Instructional Content, Lesson Structure & Pacing (CAEP R1.2, R1.3; InTASC 4, 7)

Exceeds Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the SC Computer Science and Digital Literacy Standards. Evidence shows that the:* - Candidate always structures the content to provide meaningful learning. - Candidate always relates subject matter to real world experiences, where appropriate. - Candidate always paces content appropriately. - Candidate always emphasizes key elements and provides clear explanations.

Meets Expectations *TEP: Candidate effectively structures lessons to promote meaningful learning of the major concepts of the SC Computer Science and Digital Literacy Standards. Evidence shows that the:* - Candidate usually structures the content to provide meaningful learning. - Candidate usually relates subject matter to real world experiences, where appropriate. - Candidate usually paces content appropriately. - Candidate usually emphasizes key elements and provides clear explanations.

Does Not Meet Expectations *TEP: Candidate is unable to develop lessons to promote meaningful learning of the major concepts of the SC Computer Science and Digital Literacy Standards. The candidate displays deficiencies in the following ways:* - Candidate does not structure the content to provide meaningful learning. - Candidate does not relate subject matter to real world experiences, where appropriate. - Candidate does not pace content appropriately. - Candidate does not emphasize key elements or provide clear explanations.

ACEI 3.1 Integrating and Applying Knowledge for Instruction

3.1A SCTS Domain: Planning - Indicator: Instructional Plans, Student Work (CAEP R1.3, InTASC 7, 8)

Exceeds Expectations *TEP: Candidate plans to use a variety of instructional approaches including the effective use of technology. Evidence shows that the:*

- Candidate always identifies and sequences developmentally appropriate instructional units.
- Candidate always includes a list of multiple materials and/or resources to enhance long-range plans.
- Candidate's long-range plans always indicate an appropriate use of the textbook(s) as an instructional resource, not as the entire curriculum.
- Candidate always plans the use of appropriate technologies in instructional units.

Meets Expectations *TEP: Candidate plans to use a variety of instructional approaches including the effective use of technology. Evidence shows that the:*

- Candidate usually identifies and sequences developmentally appropriate instructional units.
- Candidate usually includes a list of multiple materials and/or resources to enhance long-range plans.
- Candidate's long-range plans usually indicate an appropriate use of the textbook(s) as an instructional resource, not as the entire curriculum.
- Candidate usually plans the use of appropriate technologies in instructional units.

Does Not Meet Expectations *TEP: Candidate does not plan to use a variety of instructional approaches including the effective use of technology. The candidate displays deficiencies in the following ways:*

- Candidate rarely identifies or sequences developmentally appropriate instructional units.
- Candidate does not identify multiple materials and/or resources to enhance long-range plans.
- Candidate's long-range plans indicate use of the textbook(s) as the instructional resource for the entire curriculum.
- Candidate rarely plans the use of appropriate technologies in instructional units.

3.1B SCTS Domain: Instructional Plans – Indicator: Appropriateness (CAEP R1.1, InTASC 1, 2)

Exceeds Expectations *TEP: Candidate implements appropriate instructional strategies based on knowledge of students, learning, and curriculum. Evidence shows that the:*

- Candidate always distinguishes among different stages of learning when planning pedagogical strategies.
- Candidate always uses appropriate instructional strategies that promote active, engaged learning and provides a rationale to support the choice of instructional strategy in light of learning goals and student outcomes.
- Candidate always considers the age, cognitive abilities, and community standards when choosing instructional strategies.

Meets Expectations *TEP: Candidate implements appropriate instructional strategies based on knowledge of students, learning, and curriculum. Evidence shows that the:*

- Candidate usually distinguishes among different stages of learning when planning pedagogical strategies.
- Candidate usually uses appropriate instructional strategies that promote active, engaged learning and provides a rationale to support the choice of instructional strategy in light of learning goals and student outcomes.
- Candidate usually considers the age, cognitive abilities, and community standards when choosing instructional strategies.

Does Not Meet Expectations *TEP: Candidate does not implement instructional strategies based on knowledge of students, learning, and curriculum. The candidate displays deficiencies in the following ways:*

- Candidate does not distinguish among different stages of learning when planning pedagogical strategies.
- Candidate does not use appropriate instructional strategies that promote active, engaged learning.
- Candidate fails to consider the age, cognitive abilities, or community standards when choosing instructional strategies.

3.1C SCTS Domain: Instruction – Indicator: Presenting Instructional Content

Exceeds Expectations *TEP: Candidate effectively uses appropriate instructional strategies based on knowledge of students, learning, and curriculum. Evidence shows that the:* - Candidate always reflects upon and refines strategies that were unsuccessful in the past. - Candidate always knows how to use technology, from both a logistical and pedagogical standpoint. - Candidate always uses, and transitions between, instructional strategies efficiently.

Meets Expectations *TEP: Candidate effectively uses appropriate instructional strategies based on knowledge of students, learning, and curriculum. Evidence shows that the:* - Candidate usually reflects upon and refines strategies that were unsuccessful in the past. - Candidate usually knows how to use technology, both from a logistical and pedagogical standpoint. - Candidate usually uses, and transitions between, instructional strategies efficiently.

Does Not Meet Expectations *TEP: Candidate does not use appropriate instructional strategies based on knowledge of students, learning, and curriculum. The candidate displays deficiencies in the following ways:* - Candidate neither reflects upon nor refines strategies that were unsuccessful in the past. - Candidate does not know how to use technology from a logistical and pedagogical standpoint. - Candidate fails to use or transition between, instructional strategies efficiently.

ACEI 3.2 Adaptation to Diverse Learners

3.2 SCTS Domain: Planning - Indicator: Instructional Plans, Student Work (CAEP R1.1, InTASC 1, 2)

Exceeds Expectations *TEP: Candidate knows and understands how elementary students' learning is influenced by individual experiences, talents, disabilities, prior knowledge, language and culture. Evidence shows that the:* - Candidate always uses appropriate learning and developmental goals and units for all students based on state curriculum standards. - Candidate always uses a learning taxonomy as one way to structure long-range learning goals. - Candidate always uses SPA standards (where appropriate) in instructional units.

Meets Expectations *TEP: Candidate knows and understands how elementary students' learning is influenced by individual experiences, talents, disabilities, prior knowledge, language and culture. Evidence shows that the:* - Candidate usually uses appropriate learning and developmental goals and units for all students based on state curriculum standards. - Candidate usually uses a learning taxonomy as one way to structure long-range learning goals. - Candidate usually uses SPA standards (where appropriate) in instructional units.

Does Not Meet Expectations *TEP: Candidate does not exhibit knowledge and understanding of the way in which individual experiences, talents, disabilities, prior knowledge, language and culture influence elementary students' learning. The candidate displays deficiencies in the following ways:* - Candidate does not provide evidence of using appropriate learning and developmental goals and units for all students based on state curriculum standards. - Candidate does not provide evidence of using a learning taxonomy to structure long-range learning goals. - Candidate fails to incorporate SPA standards (where appropriate) in instructional units.

ACEI 3.3 Development of Critical Thinking and Problem Solving

3.3A SCTS Domain: Instruction - Indicator: Motivating Students (CAEP R1.3, InTASC 7, 8)

Exceeds Expectations *TEP: Candidate uses a variety of teaching strategies that encourage students' development of critical thinking and problem solving so students can assume responsibility for their own participation and learning. Evidence shows that the:* - Candidate always helps students assume responsibility for their own participation and learning. - Candidate always assists students to reflect on their own expectations for learning. - Candidate always employs strategies that allow students to assess their own progress and achievement. - Candidate always helps students to grasp new material by connecting it with previous learning.

Meets Expectations *TEP: Candidate uses a variety of teaching strategies that encourage students' development of critical thinking and problem solving so students can assume responsibility for their own participation and learning. Evidence shows that the:* - Candidate usually helps students assume responsibility for their own participation and learning. - Candidate usually assists students to reflect on their own expectations for learning. - Candidate usually employs strategies that allow students to assess their own progress and achievement. - Candidate usually helps students to grasp new material by connecting it with previous learning.

Does Not Meet Expectations *TEP: Candidate does not use a variety of teaching strategies that encourage students' development of critical thinking and problem solving so students can assume responsibility for their own participation and learning. The candidate displays deficiencies in the following ways:* - Candidate does not help students assume responsibility for their own participation and learning. - Candidate does not assist students to reflect on their own expectations for learning. - Candidate fails to use strategies that allow students to assess their own progress or achievement. - Candidate does not help students to grasp new material by connecting it with previous learning.

3.3B SCTS Domain: Instruction - Indicator: Activities & Materials, Thinking, Problem Solving, Grouping Students (CAEP R1.3, InTASC 7, 8)

Exceeds Expectations *TEP: Candidate uses a variety of instructional strategies that encourage students' development of critical thinking and problem solving. Evidence shows that the:* - Candidate always uses a number of instructional strategies (more than 2). - Candidate always uses knowledge of how students have responded to instructional strategies in the past to craft a range of pedagogical methods. - Candidate's use of a variety of instructional strategies always accommodates different learning styles.

Meets Expectations *TEP: Candidate uses a variety of instructional strategies that encourage students' development of critical thinking and problem solving. Evidence shows that the:* - Candidate usually uses a number of instructional strategies (more than 2). - Candidate usually uses knowledge of how students have responded to instructional strategies in the past to craft a range of pedagogical methods. - Candidate's use of a variety of instructional strategies usually accommodates different learning styles.

Does Not Meet Expectations *TEP: Candidate does not use instructional strategies that encourage students' development of critical thinking and problem solving. The candidate displays deficiencies in the following ways:* - Candidate uses only one or two instructional strategies. - Candidate does not reflect on how students have responded to instructional strategies in the past when crafting a range of pedagogical methods. - Candidate's instructional strategies do not accommodate different learning styles.

ACEI 3.4 Active Engagement in Learning

3.4A SCTS Domain: Environment - Indicator: Managing Student Behavior // Domain: Instruction - Indicator: Motivating Students

Exceeds Expectations *TEP: Candidate knows a variety of effective classroom management strategies and application of appropriate strategies. Evidence shows that the:* - Candidate always develops appropriate procedures for managing the classroom. - Candidate always identifies routines, procedures, and expectations for instructional and non-instructional activities. - Candidate always identifies strategies for communicating with parents about classroom management issues.

Meets Expectations *TEP: Candidate knows a variety of effective classroom management strategies and application of appropriate strategies. Evidence shows that the:* - Candidate usually develops appropriate procedures for managing the classroom. - Candidate usually identifies routines, procedures, and expectations for instructional and non-instructional activities. - Candidate usually identifies strategies for communicating with parents about classroom management issues.

Does Not Meet Expectations *TEP: Candidate does not use effective classroom management strategies and does not know appropriate strategies. The candidate displays deficiencies in the following ways:* - Candidate does not have appropriate procedures for managing the classroom. - Candidate has not identified routines, procedures, and expectations for instructional and non-instructional activities. - Candidate has not identified strategies for communicating with parents.

3.4B SCTS Domain: Environment - Indicator: Expectations // Domain: Instruction - Indicator: Motivating Students (CAEP R1.1, InTASC 1)

Exceeds Expectations *TEP: Candidate uses his/her knowledge and understanding of motivation and behavior to establish and maintain high expectations for active engagement in learning and self-motivation. Evidence shows that the:* - Candidate always establishes, communicates, and maintains high expectations for student participation. - Candidate always makes students aware of active versus passive learning. - Candidate always gives students choices over instructional strategies. - Candidate always uses appropriate classroom management techniques to reinforce expectations.

Meets Expectations *TEP: Candidate uses his/her knowledge and understanding of motivation and behavior to establish and maintain high expectations for active engagement in learning and self-motivation. Evidence shows that the:* - Candidate usually establishes, communicates, and maintains high expectations for student participation. - Candidate usually makes students aware of active versus passive learning. - Candidate usually gives students choices over instructional strategies. - Candidate usually uses appropriate classroom management techniques to reinforce expectations.

Does Not Meet Expectations *TEP: Candidate does not exhibit knowledge and understanding of motivation and behavior to establish and maintain high expectations for active engagement in learning and self-motivation. The candidate displays deficiencies in the following ways:* - Candidate does not establish, communicate, and maintain high expectations for student participation. - Candidate does not make students aware of active versus passive learning. - Candidate does not give students choices over instructional strategies. - Candidate does not use appropriate classroom management techniques to reinforce expectations.

3.4C SCTS Domain: Environment - Indicator: Environment (CAEP R1.1, InTASC 3)

Exceeds Expectations *TEP: Candidate uses his/her knowledge and understanding of motivation and behavior to foster positive social interaction and create a supportive, safe learning environment. Evidence shows that the:* - Candidate always fosters a climate of respect that does not tolerate bullying. - Candidate always has made students aware, as appropriate, of emergency protocols. - Candidate always insures that lighting, heating/cooling, and spatial arrangement of classroom create a safe physical environment conducive to learning.

Meets Expectations *TEP: Candidate uses his/her knowledge and understanding of motivation and behavior to foster positive social interaction and create a supportive, safe learning environment. Evidence shows that the:* - Candidate always fosters a climate of respect that does not tolerate bullying. - Candidate usually has made students aware, as appropriate, of emergency protocols. - Candidate usually insures that lighting, heating/cooling, and spatial arrangement of classroom create a safe physical environment conducive to learning.

Does Not Meet Expectations *TEP: Candidate does not exhibit sufficient knowledge and understanding of motivation and behavior to foster positive social interaction and create a supportive, safe learning environment. The candidate displays deficiencies in the following ways:* - Candidate tolerates, or appears to tolerate bullying in the classroom. - Candidate has not made students aware, as appropriate, of emergency protocols. - Candidate does not insure that lighting, heating/cooling, and/or spatial arrangement of classroom create a safe physical environment conducive to learning.

3.4D SCTS Domain: Environment - Indicator: Managing Student Behavior, Respectful Culture

Exceeds Expectations *TEP: Candidate uses his/her knowledge and understanding of motivation and behavior to create a supportive learning environment and manage student behavior appropriately. Evidence shows that the:* - Candidate always manages student behavior appropriately. - Candidate is always an efficient planner. - Candidate always utilizes an array of appropriate management strategies. - Candidate is always fair and consistent when employing management strategies.

Meets Expectations *TEP: Candidate uses his/her knowledge and understanding of motivation and behavior to create a supportive learning environment and manage student behavior appropriately. Evidence shows that the:* - Candidate usually manages student behavior appropriately. - Candidate is usually an efficient planner. - Candidate usually utilizes an array of appropriate management strategies. - Candidate is usually fair and consistent when employing management strategies.

Does Not Meet Expectations *TEP: Candidate does not exhibit knowledge and understanding of motivation and behavior necessary to create a supportive learning environment and manage student behavior appropriately. The candidate displays deficiencies in the following ways:* - Candidate does not manage student behavior appropriately. - Candidate is not an efficient planner. - Candidate does not utilize an array of appropriate management strategies. - Candidate is not fair or consistent when employing management strategies.

3.4E SCTS Domain: Environment - Indicator: Expectations // Domain: Instruction - Indicator: Lesson Structure & Pacing

Exceeds Expectations *TEP: Candidate uses his/her knowledge and understanding of individual and group motivation and behavior to foster active engagement in learning in order to maximize use of instructional time. Evidence shows that the:*

- Candidate always maximizes use of instructional time.
- Candidate always makes effective and efficient transitions between activities.
- Candidate always effectively manages instructional materials.
- Candidate always makes behavioral expectations clear to students.

Meets Expectations *TEP: Candidate uses his/her knowledge and understanding of individual and group motivation and behavior to foster active engagement in learning in order to maximize use of instructional time. Evidence shows that the:*

- Candidate usually maximizes use of instructional time.
- Candidate usually makes effective and efficient transitions between activities.
- Candidate usually effectively manages instructional materials.
- Candidate usually makes behavioral expectations clear to students.

Does Not Meet Expectations *TEP: Candidate does not exhibit knowledge and understanding of individual and group motivation and behavior to foster active engagement in learning in order to maximize use of instructional time. The candidate displays deficiencies in the following ways:*

- Candidate does not maximize use of instructional time.
- Candidate does not make effective or efficient transitions between activities.
- Candidate does not effectively manage instructional materials.
- Candidate does not make behavioral expectations clear to students.

ACEI 3.5 Communication to Foster Collaboration

3.5A SCTS Domain: Instruction - Indicator: Academic Feedback (CAEP R1.3, InTASC 6)

Exceeds Expectations *TEP: Candidate uses his/her knowledge and understanding of effective communication techniques to provide supportive interaction to all students. Evidence shows that the:*

- Candidate provides a variety of appropriate verbal and non-verbal responses to student learning.
- Candidate considers the impact of gender, race, and other variables when providing feedback.
- Candidate makes every student accountable for learning.

Meets Expectations *TEP: Candidate uses his/her knowledge and understanding of effective communication techniques to provide supportive interaction to all students. Evidence shows that the:*

- Candidate usually provides a variety of appropriate verbal and non-verbal responses to student learning.
- Candidate usually considers the impact of gender, race, and other variables when providing feedback.
- Candidate usually makes every student accountable for learning.

Does Not Meet Expectations *TEP: Candidate does not exhibit knowledge and understanding of effective communication techniques to provide supportive interaction to all students. The candidate displays deficiencies in the following ways:*

- Candidate does not provide a variety of appropriate verbal or non-verbal responses to student learning.
- Candidate does not consider the impact of gender, race, or other variables when providing feedback.
- Candidate does not make every student accountable for learning.

3.5B SCTS Domain: Environment - Indicator: Respectful Culture, Environment, Managing Student Behavior (CAEP R1.2, InTASC 1)

Exceeds Expectations *TEP: Candidate uses his/her knowledge and understanding of effective communication to create and maintain a positive affective classroom climate. Evidence shows that the:* - Candidate always promotes students' self-esteem. - Candidate always uses positive reinforcement often and appropriately. - Candidate always encourages teamwork and cooperation in the classroom.

Meets Expectations *TEP: Candidate uses his/her knowledge and understanding of effective communication to create and maintain a positive affective classroom climate. Evidence shows that the:* - Candidate usually promotes students' self-esteem. - Candidate usually uses positive reinforcement often and appropriately. - Candidate usually encourages teamwork and cooperation in the classroom.

Does Not Meet Expectations *TEP: Candidate does not exhibit an understanding of effective communication to create and maintain a positive affective classroom climate. The candidate displays deficiencies in the following ways:* - Candidate does not promote students' self-esteem. - Candidate does not use positive reinforcement often and appropriately. - Candidate does not encourage teamwork and cooperation in the classroom.

ACEI 4.0 Assessment

4.0A SCTS Domain: Planning - Indicator: Student Work (CAEP R1.3, InTASC 6)

Exceeds Expectations *TEP: Candidate integrates assessment and instruction as an integral part of designing and aligning instruction and learning goals. Evidence shows that the:* - Candidate always develops appropriate processes for evaluating and recording student progress and achievement. - Candidate's long-range plans always employ a variety of assessments. - Candidate always develops and utilizes appropriate methods for administering, scoring, and analyzing assessments. - Candidate's long-range plans always illustrate an awareness of the distinction between progress and achievement.

Meets Expectations *TEP: Candidate integrates assessment and instruction as an integral part of designing and aligning instruction and learning goals. Evidence shows that the:* - Candidate usually develops appropriate processes for evaluating and recording student progress and achievement. - Candidate's long-range plans usually employ a variety of assessments. - Candidate usually develops and utilizes appropriate methods for administering, scoring, and analyzing assessments. - Candidate's long-range plans usually illustrate an awareness of the distinction between progress and achievement.

Does Not Meet Expectations *TEP: Candidate does not integrate assessment and instruction when designing and aligning instruction and learning goals. The candidate displays deficiencies in the following ways:* - Candidate does not develop appropriate processes for evaluating and recording student progress and achievement. - Candidate's long-range plans do not use a variety of assessments. - Candidate has not developed or utilized appropriate methods for administering, scoring, and analyzing assessments. - Candidate's long-range plans do not illustrate an awareness of the distinction between progress and achievement.

4.0B SCTS Domain: Planning - Indicator: Assessment (CAEP R1.3, InTASC 6)

Exceeds Expectations *TEP: Candidate develops appropriate informal and formal assessment strategies to promote continuous development of each student. Evidence shows that the:* - Candidate always develops and administers a variety of individual and group assessments to document learning outcomes. - Candidate always demonstrates knowledge and utilization of the principles of multiple intelligences. - Candidate always shares assessment criteria and rubrics with students.

Meets Expectations *TEP: Candidate develops appropriate informal and formal assessment strategies to promote continuous development of each student. Evidence shows that the:-* Candidate usually develops and administers a variety of individual and group assessments to document learning outcomes. -Candidate usually demonstrates knowledge and utilization of the principles of multiple intelligences. -Candidate usually shares assessment criteria and rubrics.

Does Not Meet Expectations *TEP: Candidate does not develop appropriate informal and formal assessment strategies to promote continuous development of each student. The candidate displays deficiencies in the following ways:* - Candidate does not develop and administer a variety of individual or group assessments to document learning outcomes. - Candidate does not demonstrate knowledge and utilization of the principles of multiple intelligences. - Candidate does not share assessment criteria or rubrics with students.

4.0C SCTS Domain: Planning - Indicator: Student Work, Assessment (CAEP R1.3, InTASC 6)

Exceeds Expectations *TEP: Candidate uses appropriate formal and informal assessment data to plan, evaluate, and strengthen instruction. Evidence shows that the:* - Candidate always gathers his/her own assessment data, analyzes it, and makes data-based changes in instruction. - Candidate always determines the general validity and reliability of assessment instruments. - Candidate always knows how to analyze standardized test data to diagnose learners' strengths and weaknesses.

Meets Expectations *TEP: Candidate uses appropriate formal and informal assessment data to plan, evaluate, and strengthen instruction. Evidence shows that the:* - Candidate usually gathers his/her own assessment data, analyzes it, and makes data-based changes in instruction. - Candidate usually determines the general validity and reliability of assessment instruments. - Candidate usually knows how to analyze standardized test data to diagnose learners' strengths and weaknesses.

Does Not Meet Expectations *TEP: Candidate does not use appropriate formal and informal assessment data to plan, evaluate, and strengthen instruction. The candidate displays deficiencies in the following ways:* - Candidate does not gather his/her own assessment data, analyze it, or make data-based changes in instruction. - Candidate cannot determine the general validity or reliability of assessment instruments. - Candidate does not analyze standardized test data to diagnose learners' strengths and weaknesses.

4.0D SCTS Domain: Planning - Indicator: Assessment (CAEP R1.3, InTASC 6)

Exceeds Expectations *TEP: Candidate uses formal and informal assessment data accurately to promote continuous development of each student. Evidence shows that the:* - Candidate always uses assessment data to show students how they are progressing and what they are achieving. - Candidate always uses assessment data to inform parents about students' progress in a timely and appropriate manner. - Candidate always keeps accurate and secure records of assessment data.

Meets Expectations *TEP: Candidate uses formal and informal assessment data accurately to promote continuous development of each student. Evidence shows that the:* - Candidate usually uses assessment data to show students how they are progressing and what they are achieving. - Candidate usually uses assessment data to inform parents about students' progress in a timely and appropriate manner - Candidate usually keeps accurate and secure records of assessment data.

Does Not Meet Expectations *TEP: Candidate does not use formal and informal assessment data accurately to promote continuous development of each student. The candidate displays deficiencies in the following ways:* - Candidate does not use assessment data to show students how they are progressing or what they are achieving. - Candidate does not use assessment data to inform parents about students' progress in a timely or appropriate manner. - Candidate fails to keep accurate or secure records of assessment data.

4.0E SCTS Domain: Instruction - Indicator: Standards & Objectives, Questioning (CAEP R1.3, InTASC 6)

Exceeds Expectations *TEP: Candidate uses formal and informal assessment strategies to monitor learning in order to strengthen instruction. Evidence shows that the:* - Candidate always reflects on action in real time. - Candidate always demonstrates a range of appropriate, formal and informal monitoring techniques to promote student understanding and learning. - Candidate always demonstrates a range of appropriate, formal and informal questioning techniques to promote student understanding and learning.

Meets Expectations *TEP: Candidate uses formal and informal assessment strategies to monitor learning in order to strengthen instruction. Evidence shows that the:* - Candidate usually reflects on action in real time. - Candidate usually demonstrates a range of appropriate, formal and informal monitoring techniques to promote student understanding and learning. - Candidate usually demonstrates a range of appropriate, formal and informal questioning techniques to promote student understanding and learning.

Does Not Meet Expectations *TEP: Candidate does not use formal and informal assessment strategies to monitor learning in order to strengthen instruction. The candidate displays deficiencies in the following ways:* - Candidate does not reflect on action in real time. - Candidate does not demonstrate a range of appropriate, formal or informal monitoring techniques to promote student understanding and learning. - Candidate does not demonstrate a range of appropriate, formal or informal questioning techniques to promote student understanding and learning.

4.0F SCTS Domain: Instruction - Indicator: Academic Feedback // Domain: Planning - Indicator: Assessment (CAEP R1.3, InTASC 6)

Exceeds Expectations *TEP: Candidate uses formal and informal assessment strategies appropriately to promote continuous development of each student during instruction. Evidence shows that the:*

- Candidate always enhances student learning by using information from informal and formal assessments.
- Candidate always reviews and summarizes learning.
- Candidate always uses examples, demonstrations, and higher order thinking as a response to student reactions during instruction.
- Candidate always employs “wait time” appropriately.

Meets Expectations *TEP: Candidate uses formal and informal assessment strategies appropriately to promote continuous development of each student during instruction. Evidence shows that the:*

- Candidate usually enhances student learning by using information from informal and formal assessments.
- Candidate usually reviews and summarizes learning.
- Candidate usually uses examples, demonstrations, and higher order thinking as a response to student reactions during instruction.
- Candidate usually employs “wait time” appropriately.

Does Not Meet Expectations *TEP: Candidate does not use appropriate formal and informal assessment strategies to promote continuous development of each student during instruction. The candidate displays deficiencies in the following ways:*

- Candidate does not enhance student learning by using information from informal and formal assessments.
- Candidate does not review and summarize learning.
- Candidate does not use examples, demonstrations, or higher order thinking as a response to student reactions during instruction.
- Candidate does not employ “wait time” appropriately.

ACEI 5.1 Professional Growth, Reflection and Evaluation

5.1A SCTS Domain: Professionalism (CAEP R1.4, InTASC 10)

Exceeds Expectations *TEP: Candidate continually evaluates the effects of his/her professional decisions and actions on students. For this purpose the:*

- Candidate is always an advocate for all students.
- Candidate always has a good working knowledge of the local community.
- Candidate always fosters respect and celebrates diversity in his/her classroom.
- Candidate knows about/refers students to local social service agencies, when appropriate.

Meets Expectations *TEP: Candidate continually evaluates the effects of his/her professional decisions and actions on students. For this purpose the:*

- Candidate is usually an advocate for all students.
- Candidate usually has a good working knowledge of the local community.
- Candidate usually fosters respect and celebrates diversity in his/her classroom.
- Candidate usually knows about/refers students to local social service agencies, when appropriate.

Does Not Meet Expectations *TEP: Candidate does not evaluate the effects of his/her professional decisions and actions on students. The candidate displays deficiencies in the following ways:*

- Candidate is not an advocate for all students.
- Candidate does not have a good working knowledge of the local community.
- Candidate does not foster respect or celebrate diversity in his/her classroom.
- Candidate does not know about/refer students to local social service agencies, when appropriate.

5.1B SCTS Domain: Not Specified - Indicator: Not Specified (CAEP R1.4, InTASC 9)

Exceeds Expectations *TEP: Candidate is aware of and reflects on his/her practice in light of research and professional ethics in order to make the entire school a productive learning environment for students. Evidence shows that the:* - Candidate participates in many school activities. - Candidate is aware of school goals/objectives and always works to achieve them. - Candidate always values and supports his/her colleagues.

Meets Expectations *TEP: Candidate is aware of and reflects on his/her practice in light of research and professional ethics in order to make the entire school a productive learning environment for students. Evidence shows that the:* - Candidate participates in few of school activities. - Candidate is aware of school goals/objectives and usually works to achieve them. - Candidate usually values and supports his/her colleagues.

Does Not Meet Expectations *TEP: Candidate does not exhibit awareness of and reflection on his/her practice in light of research and professional ethics in order to make the entire school a productive learning environment for students. The candidate displays deficiencies in the following ways:* - Candidate does not participate in school activities. - Candidate is not aware of school goals/objectives and/or does not work to achieve them. - Candidate does not value and support his/her colleagues.

5.1C SCTS Domain: Not Specified - Indicator: Not Specified (CAEP R1.4, InTASC 9)

Exceeds Expectations *TEP: Candidate evaluates the effects of his/her professional decisions and actions on students and other members of the learning community. For this purpose the:* - Candidate exhibits professional demeanor and behavior at all times. - Candidate is familiar with, and implements, Standards of Conduct for South Carolina Educators. - Candidate actions are in keeping with local conventions/standards of behavior.

Meets Expectations *TEP: Candidate evaluates the effects of his/her professional decisions and actions on students and other members of the learning community. For this purpose the:* - Candidate usually exhibits professional demeanor and behavior. - Candidate is generally aware of the information included in Standards of Conduct for South Carolina Educators. - Candidate actions are usually in keeping with local conventions/standards of behavior.

Does Not Meet Expectations *TEP: Candidate does not adequately evaluate the effects of his/her professional decisions and actions on students and other members of the learning community. The candidate displays deficiencies in the following ways:* - Candidate does not exhibit professional demeanor or behavior. - Candidate is not familiar with Standards of Conduct for South Carolina Educators. - Candidate actions are not in keeping with local conventions/standards of behavior.

5.1D SCTS Domain: Not Specified - Indicator: Not Specified (CAEP R1.4, InTASC 9)

Exceeds Expectations *TEP: Candidate actively seeks out opportunities to grow professionally. Evidence shows that the:* - Candidate always participates in professional development activities. - Candidate always links student learning needs with his/her own continuing education. - Candidate always demonstrates enthusiasm for learning.

Meets Expectations *TEP: Candidate actively seeks out opportunities to grow professionally. Evidence shows that the:* - Candidate usually participates in professional development activities. - Candidate usually links student learning needs with his/her own continuing education. - Candidate usually demonstrates enthusiasm for learning.

Does Not Meet Expectations *TEP: Candidate does not actively seek out opportunities to grow professionally. The candidate displays deficiencies in the following ways:* - Candidate does not participate in professional development activities. - Candidate does not link student learning needs with his/her own continuing education. - Candidate does not demonstrate enthusiasm for learning.

ACEI 5.2 Collaboration with Families, Colleagues, and Community Agencies

5.2 SCTS Domain: Professionalism (CAEP R1.4, InTASC 10)

Exceeds Expectations *TEP: Candidate knows the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies. Evidence shows that the:* - Candidate always maintains regular contact with parents. - Candidate always speaks and writes in an effective, professional manner. - Candidate always takes into account racial, gender, and socio-economic variables when communicating with students or families.

Meets Expectations *TEP: Candidate knows the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies. Evidence shows that the:* - Candidate usually maintains regular contact with parents. - Candidate usually speaks and writes in an effective, professional manner. - Candidate usually takes into account racial, gender, and socio-economic variables when communicating with students or families.

Does Not Meet Expectations *TEP: Candidate does not exhibit an understanding of the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies. The candidate displays deficiencies in the following ways:* - Candidate does not maintain regular contact with parents. - Candidate does not speak or write in an effective, professional manner. - Candidate does not take into account racial, gender, or socio-economic variables when communicating with students or families.

Comments:

University Supervisor:

Cooperating Teacher:

Intern:

Date:

