

## EARLY CHILDHOOD EDUCATION INTERNSHIP EVALUATION SCORING RUBRIC

PLANNING – Domain 1	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
<b>Long-Range Planning</b>			
<p>1. Uses contextual factors to develop long-range goals and to guide instructional planning. (NAEYC Standard 5c: Using Content Knowledge to Build Meaningful Curriculum, ADEPT APS 1.A)</p>	<p>Teacher candidate <b>analyzes pertinent</b> contextual factors (e.g., both informal and formal assessment data, prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests) to <b>make direct connections</b> to long-range goals and instructional plans.</p>	<p>Teacher candidate references contextual factors (e.g., both informal and formal assessment data, prior achievement levels, learning styles and needs, cultural and socioeconomic backgrounds, and individual interests) to develop long-range goals and guide instructional planning.</p>	<p>Teacher candidate does not demonstrate an understanding of contextual factors and long-range goals chosen Long-range goals are unrelated to contextual factors.</p>
<p>2. Establishes appropriate standards-based long-range learning and developmental goals for internship. (NAEYC Standard 5a: Using Content Knowledge to Build Meaningful Curriculum, ADEPT APS 1.B)</p>	<p>Unit goal(s) is/are measurable, aligned with state and/or national standards, and reflect the appropriate developmental and/or functional expectations of students in the classroom.</p>	<p>Unit goal(s) is/are measurable and aligned with state and/or national standards.</p>	<p>Unit goal(s) is/are not measurable and fail to align with state and/or national standards.</p>
<p>3. Identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals for internship. (NAEYC Standard 5c: Using Content Knowledge to Build Meaningful Curriculum, ADEPT APS 1.C)</p>	<p>Instructional units are logically sequenced and aligned with long-range goals. Teacher candidate provides a progressive and logical set of <b>integrated</b> lessons (scope and sequence).</p>	<p>Instructional units are logically sequenced and aligned with developmental long-range goals. Teacher candidate provides a progressive and logical set of lessons (scope and sequence).</p>	<p>Instructional units are not aligned with developmental long-range goals. Teacher candidate fails to provide a progressive and logical set of lessons (scope and sequence).</p>
<p>4. Plans strategies for evaluating and recording students' progress and achievement and communicating achievement results to students. (NAEYC Standard 3c: Observing, Documenting, and Assessing to Support Young Children and Families, ADEPT APS 1.D)</p>	<p>Strategies for evaluating student progress (e.g., observations, performance projects, portfolios and other appropriate assessments) include <b>well-organized</b> plans for communicating achievement results on a <b>regular basis</b> to students in an appropriate manner.</p>	<p>Strategies for evaluating student progress (e.g., observations, performance projects, portfolios and other appropriate assessments) include plans for communicating achievement results to students in an appropriate manner.</p>	<p>Teacher candidate plans strategies for evaluating student progress; however, communication to students is limited to the use of report cards.</p>

<p>5. Plans appropriate procedures for managing the classroom that promotes positive behaviors and maximizes instructional time. (NAEYC Standard 3b: Observing, Documenting, and Assessing to Support Young Children and Families, ADEPT APS 1.E)</p>	<p>Teacher candidate plans specific proactive management procedures that promote positive classroom behaviors <b>and provides explicit instruction</b> on transitions and routines and positively stated classroom rules.</p>	<p>Teacher candidate plans appropriate management procedures that promote positive classroom behaviors and transitions and routines that maximize instructional time, and positively stated classroom rules.</p>	<p>Teacher candidate plans general classroom management techniques that do not maximize instructional time and/or rules and/or routines are not identified in the plan.</p>
<p><b>Short-Range Planning</b></p>			
<p>6. Plans developmentally appropriate standards-based lessons in accordance with the requirements of the discipline. (NAEYC Standard 5c: Using Content Knowledge to Build Meaningful Curriculum, ADEPT APS 2.A, APS 6.B)</p>	<p>Lesson plans are consistent with long-range goals, are aligned with appropriate grade-level academic standards, and include measurable objectives. Developmentally appropriate learning experiences accurately reflect objectives and procedures to ensure student engagement, and <b>differentiation for individual learners</b>. Lesson plans meet expectations of the discipline.</p>	<p>Lesson plans are consistent with long-range goals, are aligned with appropriate grade-level academic standards, and include measurable objectives. Developmentally appropriate learning experiences accurately reflect objectives and procedures to ensure student engagement Lesson plans meet expectations of the discipline.</p>	<p>Lesson plans are not consistent with unit goals. Some learning experiences included in the lessons do not meet any identified objectives or are developmentally inappropriate. Learning experiences are passive and do not ensure student engagement. Lesson plans do not meet expectations of the discipline.</p>
<p>7. Designs, selects, or modifies appropriate assessments that are aligned with lesson objectives. (NAEYC Standard 3c: Observing, Documenting, and Assessing to Support Young Children and Families, ADEPT APS 3.A)</p>	<p>Lesson assessments are appropriate and align with lesson objectives. <b>Assessments include verbal and/or written directions, models, prompts, etc. that clearly define learner expectations</b>. Teacher candidate plans appropriate accommodations to meet individual learner needs.</p>	<p>Informal or formal lesson assessments are appropriate and align with lesson objectives. Teacher candidate plans appropriate accommodations to meet individual learner needs.</p>	<p>Assessments do not align with lesson objectives, or no assessments are identified. Accommodations are not planned or are inappropriate.</p>
<p>8. Uses student performance data to guide instructional planning. (NAEYC Standard 3b: Observing, Documenting, and Assessing to Support Young Children and Families, ADEPT APS 3.B)</p>	<p>Teacher candidate gathers and analyzes a <b>variety</b> of student performance data on informal and formal assessments to modify or determine lesson objectives <b>and</b> to modify instructional plans.</p>	<p>Teacher candidate gathers and analyzes student performance data to modify or determine lesson objectives or to modify instructional plans.</p>	<p>Teacher candidate does not gather student performance data or does not use data appropriately.</p>
<p>9. Plans developmentally appropriate and differentiated instruction to address diverse learning needs. (NAEYC Standard 1c: Child Development and Learning, ADEPT APS 2.A)</p>	<p>Lesson plans are developmentally appropriate and include differentiation of <b>learning objectives</b>, teaching procedures, and/or <b>assessment methods</b> to address individual learning needs. Differentiation is based on <b>formal and informal assessment information</b>, IEPs, and/or</p>	<p>Lesson plans are developmentally appropriate lessons that include differentiation of teaching procedures to address diverse learning needs. Plans appropriately meet requirements identified in IEPs and/or 504 plans.</p>	<p>Lesson plans are developmentally appropriate lessons, but do not include differentiation strategies to address diverse learner needs or meet requirements identified in IEPs and/or 504 plans.</p>

	504 plans.		
10. Plans for the learner use of technology* to support the 21 <sup>st</sup> century classroom. (NAEYC Standard 4b: Effective Approaches, ADEPT APS 2.B)	Teacher candidate plans for the learner use of current and emerging digital tools providing <b>multiple</b> opportunities for problem solving, conducting research, <b>and</b> creative expression.	Teacher candidate plans for the learner use of current and emerging digital tools providing opportunities for problem solving, conducting research, or creative expression.	Teacher candidate plans lessons without including the use of current and emerging digital tools to support student learning.
<b>INSTRUCTION – Domain 2</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
11. Communicates and maintains high expectations for student achievement and participation. (NAEYC Standard 4a: Effective Approaches, ADEPT APS 4.A., APS 4.B)	Teacher candidate consistently communicates and designs many experiences that <b>require student participation in a challenging, yet supportive environment.</b>	Teacher candidate communicates and designs some experiences that <b>encourage student participation in a challenging, yet supportive environment.</b>	Teacher candidate does not communicate and/or design experiences that <b>encourage student participation in a challenging, yet supportive environment.</b>
12. Helps students assume responsibility for their own learning. (NAEYC Standard 4a: Effective Approaches, ADEPT APS. 4.A)	Teacher candidate encourages students to become active agents of their own learning, through <b>problem-solving</b> , setting goals, persisting in <b>independent task completion</b> , and self-assessment and <b>reflection.</b>	Teacher candidate encourages students to become active agents of their own learning, (setting goals, task persistence, and self-assessment).	Teacher candidate takes full responsibility for setting student goals, keeping students on task, and evaluating their performance <i>without</i> facilitating the development of student self-management strategies.
13. Uses appropriate instructional strategies. (NAEYC Standard 4c: Effective Approaches, ADEPT APS. 5.A)	Teacher candidate uses students’ interests and prior learning to scaffold their learning experiences, encourage them to connect familiar concepts to new instruction, <b>and challenge them to apply prior learning or experiences to new instruction.</b>	Teacher candidate uses students’ interests and prior learning to build on content knowledge and scaffold their learning experiences, and encourage them to connect familiar concepts to new instruction.	Teacher candidate implements instruction in isolation with no reference or acknowledgment of prior learning. No attempt to connect familiar concepts or knowledge previous learned or related to current instruction.
14. Uses a variety of instructional strategies to actively engage all students. (NAEYC Standard 4b: Effective Approaches, ADEPT APS 5.B)	To meet the needs of diverse learners, the teacher candidate <b>differentiates what students are learning (content), how students are learning (engagement), and/or how students demonstrate understanding (assessment).</b>	To meet the needs of diverse learners, the teacher candidate uses a variety of strategies for presenting content and engaging learners.	Teacher candidate uses a “one size fits all” approach to delivering instruction and assessing student performance.
15. Uses instructional strategies effectively. (NAEYC Standard 4c: Effective Approaches, ADEPT APS 5.B)	Teacher candidate skillfully addresses cultural differences in creative and varied ways. If English Language Learners (ELL) are in the classroom, a variety of individual accommodations and modifications are made in content, instruction, and assessment.	Teacher candidate uses instructional strategies that address the needs of learners from diverse cultural backgrounds (e.g., providing examples that are relevant to specific culture). If English Language Learners (ELL) are in the classroom, the teacher candidate	Teacher candidate exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds.

		differentiates content and instruction appropriately.	
16. Continually monitors student learning during instruction by using a variety of informal and formal assessment strategies. (NAEYC Standard 3c: Observing, Documenting and Assessing, ADEPT APS 7.A)	Teacher candidate uses a <b>variety</b> of informal and formal assessment strategies (e.g. checks for understanding, quizzes, and probing questions) with established performance criteria throughout instruction.	Teacher candidate uses informal and formal assessments (e.g., checks for understanding, quizzes, and probing questions) with established performance criteria throughout instruction.	Teacher candidate does not establish performance criteria for informal and formal assessments or does not assess during the instructional episode.
17. Enhances student learning by using informal and formal assessments to guide instruction. (NAEYC Standard 3d: Observing, Documenting and Assessing, ADEPT APS 7.B)	Teacher candidate <b>effectively modifies</b> instruction and/or learning tasks based on student responses, informal, or formal assessments. Modifications may include things such as choosing alternative instructional strategies, re-teaching, modifying instructional sequence, restating the questions, providing additional explanation, etc.	Teacher candidate attempts to modify instruction and/or learning tasks based on student responses, informal, or formal assessments. Modifications may include things such as choosing alternative instructional strategies, re-teaching, modifying instructional sequence, restating the questions, providing additional explanation, etc.	Teacher candidate does not attempt to modify instruction and/or learning tasks based on student responses, informal, or formal assessments.
18. Enhances student learning by providing appropriate instructional feedback to all students. (NAEYC Standard 3c: Observing, Documenting and Assessing, ADEPT APS 7.C)	Teacher candidate provides specific, corrective, and timely instructional feedback to students related to lesson objectives. Feedback is based on both class-wide <b>and</b> individual responses.	Teacher candidate provides specific, corrective, and timely instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.	Teacher candidate provides general and motivational feedback unrelated to lesson objectives. For example, student is told that “it was better” without the teacher candidate identifying why it was better.
19. Uses technology* to enhance student learning. (NAEYC Standard 6c: Effective Approaches, ADEPT 9.B)	Teacher candidate uses digital tools to support content presentation, engage students in learning activities, and facilitate content mastery. <b>Teacher candidate and students use technology*</b> to enhance the learning experience.	Teacher candidate uses digital tools to support content presentation, engage students in learning activities, and facilitate content mastery. Teacher candidate or students <b>use technology*</b> to enhance the learning experience.	Teacher candidate uses digital tools, but the use of the digital tools does not enhance content presentation, engagement of students or facilitate content mastery. Only teacher candidate <b>uses technology*</b> .
20. Implements strategies that address the needs of diverse learners**. (NAEYC Standard 5c: Using Content Knowledge to Build Meaningful Curriculum, ADEPT APS 6.B)	Teacher candidate uses of a <b>variety</b> of strategies <b>specific to each lesson</b> that address the needs of students from diverse cultural and/or linguistic backgrounds including such strategies as providing examples from different cultures or using multiple methods for presenting content.	Teacher candidate uses strategies that address the needs of students from diverse cultural and/or linguistic backgrounds including such strategies as providing examples from different cultures or using multiple methods for presenting content.	Teacher candidate exhibits a “one size fits all” approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds.

<p>21. Uses appropriate voice tone, inflection, and nonverbal communication to manage instruction effectively. (NAEYC Standard 4a: Effective Approaches, ADEPT APS 9.A)</p>	<p>Teacher candidate demonstrates effective and <b>strategic</b> teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. In addition, Teacher candidate <b>moves throughout the space to maintain eye contact with students.</b></p>	<p>Teacher candidate demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement.</p>	<p>Teacher candidate exhibits one or more of the following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).</p>
<p><b>CONTENT – Domain 3</b></p>	<p><b>Exceeds Expectations</b></p>	<p><b>Meets Expectations</b></p>	<p><b>Does Not Meet Expectations</b></p>
<p>22. Demonstrates a thorough command of the content taught. (NAEYC Standard 5a: Using Content Knowledge to Build Meaningful Curriculum, ADEPT APS 6.A)</p>	<p>Teacher candidate’s presentation of content is clear, precise, accurate and relevant to learners.</p>	<p>Teacher candidate’s presentation of content is clear, accurate and relevant to learners.</p>	<p>Teacher candidate’s presentation of content has misinformation and lacks clarity.</p>
<p>23. Provides appropriate content. (NAEYC Standard 5b: Using Content Knowledge to Build Meaningful Curriculum, ADEPT APS 6.B)</p>	<p>Teacher candidate draws lesson content from <b>multiple</b> sources and presents it in <b>innovative</b> ways to expose students to a variety of intellectual, social, and/or cultural perspectives.</p>	<p>Teacher candidate draws lesson content from a few sources and presents it in ways to expose students to a variety of intellectual, social, and/or cultural perspectives.</p>	<p>Teacher candidate draws lesson content from one source and does not presents it in ways to expose students to a variety of intellectual, social, and/or cultural perspectives.</p>
<p>24. Structures the content to provide meaningful learning. (NAEYC Standard 5c: Using Content Knowledge to Build Meaningful Curriculum, ADEPT APS 6.B)</p>	<p>Teacher candidate <b>consistently</b> uses real-life examples to make content relevant, meaningful, and applicable to students. The teacher candidate uses content knowledge to field questions, address misconceptions, <b>and provide relevant examples to clarify answers.</b></p>	<p>Teacher candidate uses real-life examples to make content relevant, meaningful, and applicable to students. Teacher candidate uses content knowledge to field questions and address misconceptions.</p>	<p>Teacher candidate does not attempt to use real-life examples in presentation of content. Teacher candidate is unable to effectively address learner questions or misunderstandings related to content.</p>
<p>25. Employs literacy strategies that assist learners in accessing content in their discipline. (NAEYC Standard 5b: Using Content Knowledge to Build Meaningful Curriculum, ADEPT APS 6.B)</p>	<p>Teacher candidate models appropriate <b>and varied</b> content-specific literacy strategies involving print (reading, writing) and non-print (speaking, listening, viewing, visually representing) to assist learners in accessing content in their discipline.</p>	<p>Teacher candidate models appropriate content-specific literacy strategies involving print (reading, writing) and non-print (speaking, listening, viewing, visually representing) to assist learners in accessing content in their discipline.</p>	<p>Teacher candidate’s use of content-specific literacy strategies is limited or inappropriate.</p>

ENVIRONMENT - Domain 4	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
26. Maintains a physically safe classroom that is conducive to learning. (NAEYC Standard 1c: Child Development, ADEPT 8.A)	Teacher candidate <b>makes appropriate adjustments to the physical environment</b> to promote learning, avoid distractions, and ensure safe use of materials.	Teacher candidate follows the cooperating teacher's safety procedures to physically arrange the classroom to promote learning, avoid distractions, and ensure safe use of materials	Teacher candidate does not follow safety procedures, which results or could result in lack of learning and/or student harm.
27. Maintains a positive affective climate in his or her classroom. (NAEYC Standard 6d: Becoming a Professional, ADEPT APS 8.B)	Teacher candidate responds positively to student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status. <b>Teacher candidate considers proactive measures to foster classroom community and respect for diversity.</b>	Teacher candidate responds positively to student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status.	Teacher candidate responds with bias toward students who differ by gender, ethnicity, exceptionality, sexual orientation, or social economic status.
28. Maintains a culture of learning in his or her classroom. (NAEYC Standard 6d: Becoming a Professional, ADEPT APS 8.C)	Teacher candidate structures classroom activities to support positive social interactions, productive teamwork, and cooperative learning. <b>Teacher candidate purposefully structures group composition, assigns specific roles, and promotes group autonomy.</b>	Teacher candidate structures classroom activities (e.g., partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and cooperative learning.	Teacher candidate solely focuses on learners working independently of one another. Attempts to use cooperative learning are ineffective and lack structure.
29. Manages student behavior appropriately. (NAEYC Standard 4c: Effective Approaches, ADEPT APS 9.A)	In addition to meeting acceptable expectations, the teacher candidate <b>is able to adjust classroom management strategies during instruction and/or address the needs of individual learners.</b>	Teacher candidate develops and implements strategies for setting behavioral, social, and academic expectations for active engagement, positively reinforcing learners who meet those expectations and positively redirecting learner behavior as needed.	Teacher candidate implements ineffective, reactive classroom management strategies resulting in persistent problem behavior.
30. Makes maximal use of instructional time. (NAEYC Standard 4b Effective Approaches; ADEPT standard 9.B)	Teacher candidate <b>develops and implements</b> procedures to manage instructional routines that effectively maximize learner engagement.	Teacher candidate follows and adjusts the cooperating teacher's procedures to manage instructional routines that effectively maximize learner engagement.	Teacher candidate implements ineffective, reactive procedures to manage instructional routines resulting in reduced engagement in instructional activities and increased problem behavior.
31. Manages essential non-instructional routines in an efficient manner. (NAEYC Standard	Teacher candidate <b>follows and makes appropriate adjustments to</b> the cooperating teacher's procedures for	Teacher candidate follows the cooperating teacher's procedures for managing non-instructional routines	Teacher candidate implements ineffective procedures for managing non-instructional routines and

4b Effective Approaches; ADEPT standard 9.C)	managing non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.	(e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.	transitions resulting increased problem behavior.
<b>PROFESSIONAL - Domain 5</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
32. Effectively co-teaches with the cooperating teacher. (NAEYC Standard 6c: Becoming a Professional, ADEPT APS 10.A)	Teacher candidate plans with the cooperating teacher and implements co-taught lessons.	Teacher candidate follows the guidance of the cooperating teacher to plan and implement co-taught lessons.	Teacher candidate does not co-teach with the cooperating teacher.
33. Collaborates with other professionals to enhance student learning. (NAEYC Standard 6c: Becoming a Professional, ADEPT APS 10.A)	Teacher candidate collaborates with professionals <b>within and outside of the school community</b> to enhance student learning.	Teacher candidate collaborates with other school professionals (i.e. colleagues, administrators, & other student-oriented professionals) to enhance student learning.	Teacher candidate does not collaborate with other professionals (i.e. colleagues, administrators, & other student-oriented professionals) to enhance student learning.
34. Establishes appropriate professional relationships with school personnel and students. (NAEYC Standard 6c: Becoming a Professional, ADEPT APS 10.A)	Teacher candidate not only maintains a professional demeanor, <b>but takes initiative to establish positive relationships with school personnel</b> (e.g. colleagues, administrators, cooperating teachers, other school staff members, and university supervisor) and students.	Teacher candidate maintains a professional demeanor when interacting with school personnel (e.g. colleagues, administrators, cooperating teachers, other school staff members, and university supervisor) and students.	Teacher candidate exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, cooperating teachers, other school staff members, and university supervisor) or students.
35. Is an active participant in school initiatives and supports school-related organizations and activities. (NAEYC Standard 6c: Becoming a Professional, ADEPT APS 10.B)	Teacher candidate <b>actively contributes</b> to departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. Teacher candidate actively supports school-related organizations (e.g., PTA and school improvement council) and extracurricular activities (i.e. clubs, student council, athletics, and cultural/artistic events) that contribute to the overall learning and development of students.	Teacher candidate regularly attends and participates in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. Teacher candidate actively supports school-related organizations, such as PTA and school improvement council.	Teacher candidate does not regularly attend nor participate in departmental meetings, faculty meetings, strategic planning sessions, team meetings, and the like. Teacher candidate does not actively support school-related organizations, such as PTA and school improvement council.
36. Demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English. (NAEYC Standard 6b: Becoming a Professional, ADEPT APS 10.C)	Teacher candidate's verbal communication <b>integrates professional vocabulary</b> which is appropriate for students and professionals and reflects standard English conventions.	Teacher candidate's verbal communication is appropriate for students and professionals and reflects standard English conventions.	Teacher candidate's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.

<p>37. Demonstrates effective external written communication that is appropriate for the intended audience and uses standard English. (NAEYC Standard 6b: Becoming a Professional, ADEPT APS 10.C)</p>	<p>Teacher candidate's external written communication is <b>clear, appropriate for varied audiences</b>, and reflects standard English conventions (i.e., <b>with no errors in writing mechanics and sentence structure</b>).</p>	<p>Teacher candidate's external written communication is appropriate for students and professionals and reflects standard English conventions (i.e., very few errors in writing mechanics and sentence structure).</p>	<p>Teacher candidate's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., frequent or substantive errors in writing mechanics and/or sentence structure).</p>
<p>38. Adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i>, and FERPA requirements and acts appropriately when faced with legal issues with children.*** (NAEYC Standard 6b: Becoming a Professional, ADEPT APS 10.D)</p>	<p>Teacher candidate meets all requirements at the acceptable level and <b>acts as an advocate, when appropriate</b>, when faced with legal issues with children the teacher candidate serves.</p>	<p>Teacher candidate conforms to school/district rules as well as the <i>Standards of Conduct for South Carolina Educators</i>. The teacher candidate observes confidentiality of student information (FERPA). The teacher candidate acts appropriately when faced with legal issues facing the children he/she serves.</p>	<p>Teacher candidate violates the school/district rules, <i>Standards of Conduct for South Carolina Educators</i>, or FERPA requirements, and/or the teacher candidate's lack of actions on legal issues involves harm to the children served.</p>
<p>39. Is receptive to constructive criticism from cooperating teacher, university supervisor, and administrators and incorporates feedback. (NAEYC Standard 6c: Becoming a Professional, ADEPT APS 10.E)</p>	<p>Teacher candidate <b>seeks feedback without prompting</b> and receives constructive criticism in a mature manner. <b>Changes in behavior demonstrate feedback has been incorporated.</b></p>	<p>Teacher candidate is receptive to constructive criticism and often incorporates appropriate feedback from others (e.g., planning, instruction, assessment, management, communication, and/or dispositions).</p>	<p>Teacher candidate is argumentative, oppositional, or defensive when receiving constructive feedback. Teacher candidate makes no attempt to incorporate appropriate feedback from others (e.g., planning, instruction, assessment, management, communication, and/or dispositions).</p>
<p>40. Uses self-reflection to evaluate and improve professional practice. (NAEYC Standard 6d: Becoming a Professional, ADEPT APS 10.E)</p>	<p>Teacher candidate's reflections include specific statements supported by evidence (e.g., assessment data, observation, student behavior). Reflections include detailed explanation of <b>strategies</b> that will be used to improve instruction and student learning.</p>	<p>Teacher candidate's reflections include specific statements supported by evidence (e.g., assessment data, observation, student behavior) with suggestions to improve instruction and student learning.</p>	<p>Teacher candidate's reflections include general statements not supported by specific examples and plans for change are not included.</p>
<p>41. Is a member of a state or national professional educator organization. (NAEYC Standard 6d: Becoming a Professional, ADEPT APS 10.E)</p>	<p>Teacher candidate is <b>active in state or national professional organizations</b> (e.g., along with membership, teacher candidate also presents at state or local conferences or assumes leadership role in a student chapter of the professional</p>	<p>Teacher candidate is a member of a state or national professional educator organization.</p>	<p>Teacher candidate is not a member of a state or national professional educator organization.</p>

	organization).		
42. Demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management). (NAEYC Standard 5c: Using Content Knowledge to Build Meaningful Curriculum, ADEPT APS 10.D)	Teacher candidate is <b>consistently prepared</b> to teach each day and <b>displays a high degree of planning, organization, creativity, and initiative</b> . Plans are prepared in advance and discussed with cooperating teacher.	Teacher candidate comes to the classroom prepared for each day. Plans are prepared in advance and discussed with the cooperating teacher. Teacher candidate organizes materials and activities in advance.	Teacher candidate is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.
<b>ADDITIONAL EARLY CHILDHOOD STANDARDS (Content Knowledge)</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Does Not Meet Expectations</b>
43. English Language Arts: Integrates listening, speaking, reading, and writing across a developmental continuum. Uses an integrated approach to include content from other disciplines. (NAEYC Standard 5a: Content Knowledge, ADEPT APS 6.A, 6.B)	Instruction and plans reflect <b>an in-depth knowledge</b> of English Language Arts content. Common Core, state and/or national standards are thoroughly addressed within all lessons. Connections between Language Arts and other disciplines (i.e., the arts; mathematics; physical activity and physical education; science; and social studies) are routinely made.	Instruction and plans reflect a good understanding of English Language Arts content and adequately address the Common Core, state and/or national standards. Many lessons make connections between Language Arts and other disciplines (i.e., the arts; mathematics; physical activity and physical education; science; and social studies).	Instruction and plans do not reflect adequate understanding of English Language Arts content. Common Core, State and/or national standards are not adequately addressed. Connections between Language Arts and other disciplines (i.e., the arts; mathematics; physical activity and physical education; science; and social studies) are not made or are made infrequently.
44. 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. (NAEYC Standard 5a: Content Knowledge, ADEPT APS 6.A, 6.B)	Instruction and plans reflect <b>an in-depth knowledge</b> of the Science content. State and/or national standards are thoroughly addressed within all lessons. Connections between Science and other disciplines (i.e., the arts; mathematics; physical activity and physical education; language and literacy; and social studies) are routinely made.	Instruction and plans reflect a good understanding of Science content and adequately address the state and/or national standards. Many lessons make connections between Science and other discipline (i.e., the arts; mathematics; physical activity and physical education; language and literacy; and social studies).	Instruction and plans do not reflect an understanding of Science content. Standards are not adequately addressed. Connections between Science and other disciplines (i.e., the arts; mathematics; physical activity and physical education; language and literacy; and social studies) are not made or are made infrequently.

<p>45. 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. (NAEYC Standard 5a: Content Knowledge, ADEPT APS 6.A, 6.B)</p>	<p>Instruction and plans reflect <b>an in-depth knowledge</b> of the Mathematics content. Common Core, state and/or national standards are thoroughly addressed within all lessons. Connections between Mathematics and other disciplines (i.e., the arts; physical activity and physical education; language and literacy; science; and social studies) are routinely made.</p>	<p>Instruction and plans reflect a good understanding of Mathematics content and adequately address the Common Core, state and/or national standards. Many lessons make connections between Mathematics and other disciplines (i.e., the arts; physical activity and physical education; language and literacy; science; and social studies).</p>	<p>Instruction and plans do not reflect an understanding of Mathematics content. Standards are not adequately addressed. Connections between Mathematics and other disciplines (i.e., the arts; physical activity and physical education; language and literacy; science; and social studies) are not made or are made infrequently.</p>
<p>46. 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. (NAEYC Standard 5a: Content Knowledge, ADEPT APS 6.A, 6.B)</p>	<p>Instruction and plans reflect <b>an in-depth knowledge</b> of the Social Studies content. State and/or national standards are thoroughly addressed within all lessons. Connections between Social Studies and other disciplines (i.e., the arts; mathematics; physical activity and physical education; language and literacy; and science) are routinely made.</p>	<p>Instruction and plans reflect a good understanding of Social Studies content and adequately address the state and/or national standards. Many lessons make connections between Social Studies and other discipline (i.e., the arts; mathematics; physical activity and physical education; language and literacy; and science).</p>	<p>Instruction and plans do not reflect an understanding of Social Studies content. Standards are not adequately addressed. Connections between Social Studies and other disciplines (i.e., the arts; mathematics; physical activity and physical education; language and literacy; and science) are not made or are made infrequently.</p>

- **\*Examples of appropriate application of technology include:** P-3 students using multimedia software to create presentations; P-3 students using spreadsheet/graphing software to analyze data; P-3 students using digital video to tell a story; P-3 students with special needs/ESOL using assistive technology to meet curricular objectives. Using a word processor to type lesson plans, showing a video or using the overhead projector, or intern e-mail communication are *not* considered adequate use of technology for this indicator.
- **\*\*Diverse learners** refers to “differences among groups of people and individuals based in ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.” (NCATE Professional Standards, 2002, p.53)
- **\*\*\* A Does Not Meet Expectations** rating on this item may result in failure for the internship.