Field Experience Rubric (08.25.17) Domain	Exceeds Expectations (This level is typically characteristic of the top 8-10% of candidates; please include evidence in the "add" comment option if your candidate is displaying these actions.)	Meets Expectations (If appropriate, short notes in the "add" comment option provide candidates details on what they are doing well and areas in which to improve.)	Below Expectations (Please include evidence in the "add" comment option if your candidate is displaying these actions so we can identify specific requirements for growth.)
Short-Range Planning			
1.1 Teacher candidate plans developmentally appropriate standards-based lessons in accordance with the requirements of the discipline. InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)	Lesson plans include measurable objectives and developmentally appropriate instructional strategies that are aligned with the objectives, and provide some **differentiation for individual learners**. These plans meet expectations of the discipline.	Lesson plans include measurable objectives and developmentally appropriate instructional strategies that are aligned with the objectives. These plans meet expectations of the discipline.	Lesson plan objectives lack measurability. Some instructional strategies included in the lessons do not meet any identified objectives or are developmentally inappropriate. Lesson plans do not meet expectations of the discipline.
1.2 Teacher candidate designs, selects, or modifies assessments aligned with lesson objectives. InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	Lesson plans include assessments of P-12 learning that are **meaningful**, align with lesson objectives, and occur at least once during the lesson.	Lesson plans include assessments of P-12 learning that align with lesson objectives and occur at least once during the lesson.	Assessments do not align with lesson objectives, or TC does not identify assessments.
1.3 Teacher candidate assesses prior learning and uses this information to guide instructional planning. InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	TC uses information on student performance derived from pre-testing or student records to determine lesson objectives **and** instructional strategies.	TC uses information on student performance derived from pre-testing or student records to determine lesson objectives or instructional strategies.	Student performance data are not gathered or used appropriately for instructional decision-making or planning.
Instruction			
2.1 TC effectively communicates expectations to learners. CAEP 1.4 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)	TC **makes connections to prior knowledge,** tells students what they will know and be able to do by the end of the lesson, and **explains the purpose and relevance of the lesson**.	TC tells students what they will know and be able to do by the end of the lesson.	TC does not set expectations for what students will know and be able to by the end of the lesson and/or does not explain the purpose and relevance of the lesson.
2.2 Teacher candidate provides instructional feedback to students pertaining to stated outcomes.	TC **consistently** provides both descriptive praise and corrective	TC begins to provide descriptive praise and corrective instructional feedback to students on their lesson performance.	TC provides general and motivational feedback unrelated to lesson objectives (e.g., "Good job.")

InTASC 6 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)	instruction feedback to students on their lesson performance.		or provides corrective feedback in a negative manner (e.g. "That was wrong").
2.3 TC uses appropriate voice tone and pacing to manage instruction/environment effectively. SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)	TC demonstrates effective teaching and communication skills by varying voice inflection and tone and by using body language that encourages student interaction. In addition, TC **moves throughout the space to maintain eye contact with all students**.	TC demonstrates effective teaching and communication skills by varying voice inflection and tone, and by using body language that encourages student interaction	TC 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 interaction, and/or (d) limited eye contact with students.
2.4 Teacher candidate implements strategies that address the needs of students from diverse cultural and/or linguistic backgrounds. CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students)	TC considers the needs of students from diverse cultural and/or linguistic backgrounds (ELL) by **including such strategies** as providing examples from **specific** cultures or using multiple methods for presenting content.	TC recognizes diverse learner needs and attempts to implement general strategies for addressing the needs of students from diverse cultural and/or linguistic backgrounds (ELL).	TC exhibits a "one size fits all" approach to content presentation and learning experiences, ignoring cultural and/or linguistic backgrounds.
Environment			
3.1 TC maintains a caring, fair, and inclusive educational environment. InTASC 2 SCTS 4.0 – Environment (Respectful Culture)	TC responds **positively** to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC works to establish a bully-free environment.	TC addresses student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC works to establish a bully-free environment.	TC responds to students with bias toward students who differ by gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC tolerates bullying and/or disrespectful peer interactions.
3.2 Teacher candidate manages instructional routines and transitions between activities or events in an efficient and orderly manner. InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)	TC **follows and adjusts** as necessary established procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions with little or no disruptive behaviors.	TC follows established procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions with few disruptive behaviors.	TC implements ineffective procedures for managing routines and transitions resulting in reduced active engagement in instructional activities and increased problem behavior.
Professionalism			
*4.1 Teacher candidate maintains professional relationships with school personnel and students.	TC not only conducts self in a professional manner, **but, also, takes initiative to establish positive relationships with personnel** (e.g. colleagues, administrators, mentor	TC conducts self in a professional manner when interacting with personnel (e.g. colleagues, administrators, mentor teachers, other	TC exhibits unprofessional behaviors that damage relationships with personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.

InTASC 10	teachers, other school staff members, and university supervisor) and students.	school staff members, and university supervisor) and students.	
4.2 Teacher candidate utilizes standard English in verbal and written communications with school/community personnel and P-12 learners.	In addition to using standard English, TC **adjusts verbal and written communication for the audience** (school/community personnel and P-12 learners). TC uses academic vocabulary.	TC uses standard English in verbal and written communication with school/community personnel and P-12 learners. TC uses academic vocabulary.	TC verbal and/or written communication contains errors in standard usage.
*4.3 Teacher candidate adheres to the university and school/district rules, *Standards of Conduct for South Carolina Educators,* and FERPA requirements and acts appropriately when faced with legal issues with children. InTASC 9	TC meets all requirements at the acceptable level and **acts as an advocate**, when appropriate, when faced with legal issues with children the TC serves.	TC's conduct conforms to school/district rules as well as the *Standards of Conduct for South Carolina Educators.* The TC observes confidentiality of student information (FERPA)*.* The TC acts appropriately when faced with legal issues facing the children he/she serves.	TC violates the school/district rules, *Standards of Conduct for South Carolina Educators,* or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.
4.4 Teacher candidate is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback. SCTS 4.0 – Professionalism (Growing and Developing Professionally)	TC **seeks feedback without prompting** and receives constructive criticism in a mature manner. **Changes in behavior demonstrate feedback has been incorporated.**	TC is receptive to constructive criticism and often incorporates appropriate feedback from others (e.g., planning, instruction, assessment, management, communication, and/or dispositions).	TC is argumentative, oppositional, or defensive when receiving constructive feedback. TC makes no attempt to incorporate appropriate feedback from others (e.g., planning, instruction, assessment, management, communication, and/or dispositions).
4.5 Teacher candidate uses self-reflection to evaluate and improve professional practice. InTASC 9 SCTS 4.0 – Professionalism (Reflecting on Teaching)	TC's reflections include descriptions of student behavior and setting events with thoughtful **analysis** and **detailed explanations of strategies** for improving instruction and student learning.	TC's reflections include descriptions of student behavior and setting events with analysis and suggestions to improve instruction and student learning.	TC's reflections include general statements not supported by specific examples or analysis of those examples and plans for change are not included.
*4.6 Teacher candidate demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management).	TC is **consistently prepared** to teach each day through thorough and effective **planning, organization, creativity, and initiative**. Plans are prepared in advance and discussed with mentor teacher and/or university supervisor.	TC comes to the classroom prepared for each day. TC prepares plans in advance and discusses them with the mentor teacher and/or university supervisor. TC organizes materials and activities in advance.	TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.

(*) Must score at least "Meets Expectations" on these items to successfully pass the Field Experience evaluation.