Student Teaching Handbook

Fall 2024

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The Converse University Student Teaching Handbook includes expectations and procedures underlying and governing the final field experience in a student's educator preparation program. Additionally, this handbook serves as a reference for university and public school personnel involved in the student teaching experience.

Directed Student Teaching Syllabus

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Course Description
Student teaching, which integrates theory and practice, is the capstone experience for each teacher education program. The 60-day course includes observation, participation, and directed teaching experience in a public school. There are required meetings, such as seminars, orientation sessions, workshops, and conferences with the university supervisor, the mentor teacher, and the program director. Teacher candidates demonstrate the integration of technology into instruction and in the creation of a digital ADEPT dossier via Student Learning and Licensure field experiences. Mentor teachers, university supervisors, and program directors use rubrics from the SC Department of Education and rubrics developed by Converse's teacher preparation program to assess teacher candidate performance.

Course Objectives
1. Create meaningful learning experiences based on knowledge of subject matter, students, the community, and curriculum goals.
2. Use a variety of instructional strategies, teaching styles, and content delivery methods to sustain learner interest and motivation and meet the diverse needs of students.
3. Create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
4. Use knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.
5. Use formal and informal assessment strategies to determine strengths and weaknesses.
6. Demonstrate problem solving and decision-making skills through reflective teaching.
7. Foster relationships with colleagues, parents, and agencies in the larger community.
8. Integrate multimedia technology into planning, instruction, and evaluation.
9. Demonstrate sensitivity to community, diversity, and cultural identity through the use of anti-bias, multicultural, gender-fair strategies.
10. Exhibit high quality characteristics in professional and personal demeanor and exemplary ethical conduct.
11. Demonstrate effective oral and written communication.

Academic Accommodations
Students with documented disabilities who would like to request academic accommodations should review and complete the form on my.converse.edu under Students > Student Life > Student Accessibility Services. Questions can be directed to Karen Medlin, case manager for Student Accessibility Services, at accessibilityservices@converse.edu or by calling (864) 596-9027.

Honor Code
Please refer to the Student Handbook section titled "Honor System" (p. 42) and be aware of infractions that include cheating, plagiarism, lying, and/or bribery. Rewording any section of another author's work without citation, copying and pasting from the

internet, and providing answers to another student are examples of academic dishonesty that are cause for academic disciplinary action. Any student who is believed to have engaged in any form of academic dishonesty will be subject to the procedures set forth in the Converse Student Handbook (p. 45). Please reference regularly and remember the Principles of the Converse Honor Tradition.

Title IX Statement
In accordance with Title IX of the Education Amendments of 1972, Converse prohibits discrimination and harassment on the basis of sex. Converse strongly encourages the prompt reporting of, and is committed to a timely and fair resolution of, complaints of sex discrimination and harassment by students, faculty, staff, and third-party contractors. Sexual harassment includes quid pro quo harassment, sexual assault, dating violence, domestic violence, and stalking.

Incidents of sex discrimination should be reported to the Converse Title IX Coordinator, as outlined in the Sex Discrimination and Harassment Policy and the Title IX Sexual Harassment Grievance Procedures. The policy and grievance procedures can be found on the Title IX page on my.converse.edu.

Writing Center
The Converse University Writing Center in Mickel Library (Room 204) offers consultations on all forms of academic and creative writing at any point in the writing process. Our Peer Consultants work with writers of all ability levels (from first-year students to seniors), supplying feedback on a range of written assignments, including essays, poems, response papers, annotated bibliographies, and research proposals. Students may come for help to get started, organize and develop ideas in a rough draft, use sources, or learn to recognize and correct errors in grammar and punctuation. Additionally, students working on presentations or other speaking assignments can work with a Peer Consultant to clarify their ideas and fine-tune both verbal and nonverbal communication skills. The Writing Center does not proofread or "fix" student work nor can it provide a guarantee of better grades. However, Peer Consultants do help students learn strategies for reviewing, editing, and improving their own work. Appointments are required and can be made by visiting https://converse.mywconline.com/ and choosing the Writing Center schedule after registration. They provide flexible support, including face-to-face conferences, live video conferences, and asynchronous paper review. Students can learn more about the services provided each semester by visiting the Writing Center page on the Converse website (https://www.converse.edu/life-at-converse/success/academic-support tutoring/writing-center/) or by following links in the my.converse.edu portal under Academic Support and Success.

The Center for Academic Excellence
The Center for Academic Excellence (CAE) is located on the third floor of Mickel Library and offers academic support services to assist students in becoming independent and effective lifelong learners. The CAE offers tutoring along with learning and student success strategy support. Tutoring appointments can be made by visiting https://converse.mywconline.com/ and choosing the Tutoring option after registration.

Writing Intensive Components
The student teaching experience has several requirements in which teacher candidates submit multiple drafts of their work. These requirements become part of the digital portfolio teacher candidates maintain and update throughout the student teaching experience. The portfolio is based on Expanded ADEPT, the SC Teaching Standards 4.0.

The Student Learning Objective (SLO), is a research project through which teacher candidates measure their impact on student learning. Teacher candidates develop sections of the SLO and submit the drafts electronically to their university supervisor for feedback. The sections include reflections on contextual factors, analysis of student learning, a two- week unit plan, and instruction. The digital submissions are completed via the Converse electronic system, powered by Student Learning and Licensure.

Teacher candidates also write reflections on each summative observed teaching demonstration. They substantiate how instructional methods are research-based, their instructional delivery effectiveness, and how they might apply lessons from these experiences to future lessons.

Attendance Policy
The final clinical experience for the candidate is full-time student teaching under the guidance of a mentor teacher and a university supervisor in a public school for a minimum of 14 to 16 weeks (60 - 72 days). Candidates are to adhere to the calendar of the individual school and school district. No more than 3 absences are allowed. Absences are reserved for illness or approved professional activities.

During student teaching, candidates must adhere to the daily schedule of the mentor teachers (e.g., bus duty, faculty meetings, parent conferences, extracurricular activities, in-service activities, rehearsals). Assignments of candidates are not to include activities or duties for which a mentor teacher receives an additional stipend.

Course Assignments/Requirements
The following assignments are detailed on the Converse Field Experiences Website and **should be submitted to the Canvas student teaching page:**

- Letter to parents
- Safe School Climate Act Quiz
- Reflections on observed lessons
- Midterm self-assessment
- 60-day student teaching completion form
- Capstone presentation, using template

The following forms **are to be completed in/ submitted to Student Learning and Licensure** (C indicates clinical student and ST indicates student teacher. C/ST indicates assignments completed during both clinical and student teaching experiences):
- C 1/ST 1: Dispositions Self-Assessment
- C 2/ST 2: TPACK Self-Assessment
- C 3/ST 3: Assessment of Mentor Teacher
- ST 4: Assessment of University Supervisor
- ST 5: Professional Self-Review
- ST 6: Diversity survey
- ST 7: TPACK Assessment of Converse
- ST 8: Exit Survey
- ST 9: Working with Families Survey
- C 4/ST 10: Technology ePortfolio
- US 7: SLO (**assessed** by university supervisor but **submitted** by student teacher)

Teacher candidates who are completing student teaching in Special Education or DHH should complete in/submit to SL&L the following as well:
- DHH Program Student Teacher Exit Survey
- Special Education IEP Rubric
- Rubric with New CEC
- State Student Teaching Assessment
- Teacher Work Sample for Students with ID
- Teacher Work Sample for Students with LD

When registering for PRAXIS tests, **candidates must request that scores be sent to both Converse University and to the South Carolina State Department of Education**. When registering, a candidate must enter their correct social security number and Converse record first and last name. If an incorrect social security number is entered or omitted on the registration form, scores will not be sent to the South Carolina State Department of Education. If for some reason score reports are not sent to

Converse University by ETS, the candidate must contact ETS and request scores be sent to Converse. Converse University's Office of Field Experiences will not process and sign off on licensure until the candidate has requested that ETS send scores to Converse, scores have been received by Converse, and scores have been uploaded into Converse's student database.

Course Assessments and Alignment with SC Teacher Evaluation Competencies

	Initial Certification	
Assessments	Requirement	SCTS 4.0
Safe Schools Climate Act Quiz	80% or higher	all
Capstone Presentation Summary Instruction Evaluation Rating	Score ≥ 2.26	all
SLO	Score ≥ 2.5	all
IEP scored by cooperating teacher (for special education majors only)	Score ≥ 2.5	all
Attendance at Converse events for student teachers	Pass/ Fail	all
Sixty full days in the public-school classroom	Pass/ Fail	all

Grading Scale

Student teachers receive a Pass/Fail grade. A grade of Pass indicates that by the designated deadlines the student teacher has:
- satisfied all requirements for student teaching
- overall weighted domain performance level of proficient
- submitted all forms and evaluations required by both the Program Directors and the Director of Teacher Education.

The university supervisor, in consultation with the cooperating teacher, scores the teacher candidate's SLO and teaching performance. These scores are submitted to the Director of Student Teaching, Dr. Sam Mooneyham. A final grade of Fail indicates that a problem existed to the extent that the student teacher did not meet requirements for student teaching. Student teachers follow stated university policies in the case of a grade dispute.

Professionalism in Student Teaching

Attendance and Punctuality

During the 60-day placement, the student teacher assumes the morning arrival time and the afternoon departure time of the professional teachers in the placement school. This is the time that is specified in the district's teacher contract or professional agreement. The hours vary from district to district and school to school. Student teachers should follow the schedule of their mentor teacher. The teacher's professional responsibilities extend beyond the typical school day. Therefore, student teachers are also expected to attend school events such as a Back-To-School-Night, Open House, PTA meeting, faculty meeting, or other special event just as the mentor teacher does. In addition to the field placement, attendance and participation in Converse meetings, with their assignments and tasks, are a requirement and are factored into the final student teaching grade.

If an absence from school is necessary due to illness, family emergency, or a funeral, student teachers must inform their mentor teacher and university supervisor as soon as they know they will need to be absent from school. Keep in mind that an absence is only taken in extreme circumstances. Student teachers should view their need to be present at school every day as they would view their attendance as a professional employee needed in the classroom every day. No more than three absences are allowed.

Professionalism

Presenting oneself as a professional is demonstrated in the manner in which student teachers dress, speak and communicate, maintain confidentiality, engage in instructional and non-instructional tasks, and support the entire school community with a positive and enthusiastic attitude. Student teachers will be transitioning from the role of a student to the role of a professional. The attitudes and behaviors they demonstrate must be of a professional nature. Student teachers serve as a role model to the students in the class; therefore, it is important to be a positive role model who assumes professional dress and grooming, professional verbal and written communication, and professional behaviors regarding work habits, preparedness, punctuality, and responsibility. Emails sent in any official capacity should reflect respect and be free from error.

School Culture

Student teachers should familiarize themselves with the culture of the school and address students, staff, and parents in the accepted manner, using appropriate titles and ways of addressing all members of the school community. Support the traditions and customs of the school by valuing them, giving them importance in the eyes of the students.

Use of Teachers' Rooms and Equipment

Typically, the school principal will meet with the student teachers for purposes of orienting them to the school facility as well as reviewing school routines and procedures. The principal may inform you that you are to use all of the equipment such as the copy machines, laminating machines, die cut machines, and so on. However, if the principal does not share this information with you, ask. Be sure you know, from the start, what is available to you and what is off-limits. By being fully informed from the first day of your placement, you are set up for the greatest possible success.

Please see Teacher Education and Clinical Handbook beginning on page 32 for more information on professional dispositions policies and the intervention and/or removal from student teaching process:

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Events and Task Due Dates

The student teaching attendance requirement is 60 full days. Student teachers must be present each day unless there is an emergency or illness and make up missed days, if any, at the end of the semester. Check individual district calendars. Teacher workdays count toward the 60 days.

Monday, August 26, 2024   ___ Orientation 9:30-4:30, Montgomery (Barnet Room)

Tuesday, August 27, 2024   ___ First full day student teaching

Monday, September 9, 2024   ___ SLO section 1, Student Population, due (sent to supervisor)

Monday, September 23, 2024   ___ SLO section 2, Standards, due (sent to supervisor)

Thursday, September 26, 2024   ___ Professionalism Check-In, 6-7:00 p.m. (Zoom)

Monday, October 7, 2024   ___ SLO section 3, Learning Goals, due (sent to supervisor)

Thursday, October 10, 2024   ___ Classroom management workshop, 6-7:00 p.m. (Zoom)

Monday, October 21, 2024   ___ SLO section 6, Baseline Data, due (sent to supervisor)

Monday, November 4, 2024   ___ SLO section 4, Growth Targets, due (sent to supervisor)

Monday, November 18, 2024   ___ SLO sections 5, 7, & 8, Progress Monitoring Key, Instructional Strategies, and Baseline Data, due (sent to supervisor)

Monday, November 25, 2024   ___ SLO section 9, Unit Reflection, due (sent to supervisor)

Monday, December 2, 2024   ___ Capstone presentations, 9:30-12:30 (Carmichael Hall,room 107)

Tuesday, December 3, 2024   ___ Capstone presentations, 9:30-12:30 (Carmichael Hall, room 107)

Monday, December 9, 2024   ___ All work and forms are due (submitted in Canvas and SL&L)

Digital copies of all forms can be downloaded from the Converse Student Teaching Website:

https://sites.google.com/converse.edu/conversestudentteaching/home?authuser=0

The Role of the Mentor Teacher

The mentor teacher is a skilled teacher with the approval of the designated school personnel and a willingness to help the teacher candidate to develop into an assured and competent teacher.

Qualifications

The South Carolina State Department of Education requires that mentor teachers meet the following qualifications:

1. Hold a valid professional teaching certificate in the area of supervision,

2. Have successfully taught for at least three years at the grade level and/or subject area of supervision,

3. Have the recommendation for service as a mentor teacher by the superintendent or district designee.

Responsibilities

The mentor teacher assumes the following responsibilities:

1. The mentor teacher agrees to host a student teacher.

2. The mentor teacher ensures student teachers are available for the entire teaching day. The student teacher adheres to the daily schedule of the mentor teacher (e.g. duty, faculty meetings, parent conferences, in-service activities, and rehearsals) but not to the schedule of activities or duties for which the cooperating teacher receives an additional stipend.

3. The mentor teacher fulfills the state of South Carolina requirement that a substitute teacher be employed in the classroom when the mentor teacher is absent from school.

 4. The mentor teacher schedules frequent conferences with the student teacher; beginning early in the semester.

5. The mentor teacher plans regular, informal conferences with the university supervisor and notifies the university supervisor of problems or concerns as soon as possible. These conferences may or may not include the student teacher.

6. The mentor teacher explains to the student teacher the type of lesson plans the school requires.

7. The mentor teacher provides written lesson plans for the student teacher to study and helps the student teacher in learning the techniques and importance of making and using written plans with clearly defined objectives. The mentor teacher also shares the long-range plan with the student teacher.

8. The mentor teacher reviews the student teacher's lesson plans and with the university supervisor determines at which point the student teacher can transfer to writing lesson plans in the format used by the cooperating teacher.

9. The mentor teacher assists the student teacher in personal and professional areas, which can improve teaching effectiveness. Correcting speech idiosyncrasies, mannerisms, appearance, and methods for managing students are examples of areas in which the student teacher benefits from feedback.

10. The mentor teacher conducts varied observations of and makes candid evaluations of the student teacher.

11. The mentor teacher informs the student teacher in writing of teaching performance through formative observations (at least one before the midterm consensus meeting) and summative observations (at least one before each midterm and final consensus meetings). Both types of observations are followed by a post-conference review discussion.

12.The mentor teacher participates in conferences with the university supervisor and the student teacher to complete the Midterm and Final assessments (consensus meetings).

13. The mentor teacher signs the 60-Day Verification form at the conclusion of the student teaching period.

14. The mentor teacher accesses Student Learning and Licensure (SL&L) to complete the following assessments of the student teacher and university supervisor (M designates mentor):

       M 1: Dispositions Assessment (by December 9)

       M 2: Professional Review (by December 9)

       M 3: Formative Assessment (by October 4)

       M 4: Summative Assessment #1 (by October 15)

       M 5: Summative Assessment #2 (by December 5)

       M 6: Assessment of University Supervisor (by December 9)

*Converse University provides a regular three-semester-hour, tuition-waived course to mentor teachers and their principals at each student teaching site upon completion of the semester. Mentor teachers and principals have one year to enroll in the Converse University tuition-waived course. Course schedules are available at www.converse.edu.

The Role of the University Supervisor

1. The university supervisor is the liaison between Converse University and school personnel and is readily available for consultation and/or interpretation of policies affecting student teachers and mentor teachers.

2. The university supervisor establishes and maintains a positive working relationship with mentor teachers, principals, and other school personnel.

3. The university supervisor visits student teachers in their public-school placements at least six times.

4. The university supervisor visits student teachers in their public-school placements at least every other week during the twelve weeks of student teaching.

5. The university supervisor completes one formative observation at least once before midterm followed by a post-conference review discussion.

6. The university supervisor completes one summative observation at least once before midterm and at least once before final, both followed by a post-conference review discussion.

7. The university supervisor observes and/or confers with the student teacher at least six times during student teaching.

8. The university supervisor observes student teachers at least 30 minutes during each observation— longer if the school utilizes block-scheduling.

9. The university supervisor completes observations and visits according to the schedule.

10. The university supervisor has completed advanced study in supervision and has preparation in professional education and SCTS 4.0 training.

11. The university supervisor has school experiences germane to the area of supervision, has completed an appropriate institutional training program for teaching assessment, has participated in the Converse University orientation session, and has preparation in professional education and SCTS 4.0. If the university supervisor does not have preparation in the teaching major, another institutional faculty member may also observe the student teacher.

12. The university supervisor, after conferring with other informed individuals, recommends to the Director of Student Teaching the grade of the student teacher. This grade is determined at the Capstone Presentation or shortly thereafter.

13. The university supervisor does not expect classroom plans to change during observations.

14. The university supervisor has regular conferences with the mentor teacher. Depending upon whether inclusion of both the

student teacher and mentor teacher is possible, these conferences may or may not include the student teacher.

15. The university supervisor, the mentor teacher, and the student teacher

    A. Complete individual midterm and final summative evaluations,

    B. Participate in a meeting using their individual scores to determine scores consensus scores for midterm and final assessments, and

    C. Develop an Intervention Plan, if necessary (📄 Intervention Packet, Updated 2024).

16. The university supervisor apprises the student teacher in writing of teaching performance through formative and summative observations followed by post conference documentation form. The documentation includes a written account of reinforcements and refinements.

17. In the case of a problem of a serious nature during student teaching, the student teacher notifies the university supervisor. The university supervisor notifies the Director of Student Teaching, who notifies the program director. The Director of Student Teaching arranges a conference to include the mentor teacher, the university supervisor, the student teacher, and the program director to create an intervention plan. In rare cases where a district and the university change a placement or where a student teacher withdraws, consultation includes appropriate school district administrators and the Director of Student Teaching.

18. Before a student teacher earns a failing grade in student teaching, the university supervisor meets with the Director of Student Teaching to discuss the student teacher's inadequacies and the intervention plan. The university supervisor documents the student teacher's failure to meet the required standards noted in the intervention plan (📄 Intervention Packet, Updated 2024).

19. The university supervisor and the mentor teacher review the student teacher's lesson plans and determine at which point the student teacher can transfer to writing lesson plans in the format used by the mentor teacher.

20. The university supervisor evaluates all sections of the SLO and SCTS 4.0 coaching cycle, including the Post Conference Reflections and the Professional Self Review via Student Learning and Licensure.

21. The university supervisor evaluates the SLO using the "Student Teacher SLO assessment" via Student Learning and Licensure.

22. The university supervisor evaluates student work and performance using the InTASC rubric via Student Learning and Licensure.

	Activities for University Supervisor	Forms
Visit 1 Weeks 1-2	___Thank mentor teacher and other school personnel, if appropriate, for opening their classroom to the student teacher and Converse University. ___Introduce self to mentor teacher and principal, if appropriate. ___Review student teacher's schedule for taking on classroom responsibilities. ___Obtain mentor teacher's master schedule. ___Exchange contact information with student teacher and mentor teacher. ___Discuss dates for midterm and final conferences. ___Discuss plans for completing the SLO Unit. ___Share general expectations for the semester.	None

Visit 2 Weeks 3-4	___ Review lesson plan for observation; give feedback via pre teaching conference form ___ Observe student teacher teaching a lesson and working with students for a minimum of 30 minutes. Use the formative lesson observation to provide feedback. ___Give the student teacher feedback on the effectiveness of the lesson. Complete the post-conference observation form. ___Review weekly lesson plans. ___Check progress with the SLO Unit	Complete/Submit US 3: Formative Assessment
Visit 3 Weeks 5-6	___ Review lesson plan for observation; give feedback via pre teaching conference form ___Observe student teacher teaching a lesson and working with students for a minimum of 30 minutes. Use the summative lesson observation to provide feedback. ___Give the student teacher feedback on the effectiveness of the lesson (post-conference form) ___ Remind the student teacher to complete a reflection (see forms) for this lesson observation. ___Review weekly lesson plans. ___Check progress with the SLO Unit	Complete/Submit US 4: Summative 1 Assessment

Visit 4 Weeks 7-8	___ Remind student teacher to complete the midterm self-evaluation; discuss the self-evaluation with student teacher ___Conduct the midterm conference with the student teacher and mentor teacher. ___Develop a consensus Midterm evaluation. ___Enter midterm evaluation scores on SLL ___Review weekly lesson plans. ___Check progress with the SLO Unit	Complete/Submit US 8: Consensus 1 Midterm

Visit 5 Weeks 9-10	___ Review lesson plan for observation; give feedback via pre teaching conference form ___Observe student teacher teaching a lesson and working with students for a minimum of 30 minutes. Use the summative lesson observation to provide feedback. ___Give the student teacher feedback on the effectiveness of the lesson (post-conference form) ___Review weekly lesson plans. ___Remind the student teacher to complete a reflection (see forms) for this lesson. ___Confer with mentor teacher about the progress of the student teacher. ___Check progress with the SLO Unit	
Visit 6 Weeks 11-12	___Conduct the final conference with the student teacher and mentor teacher. ___Develop a consensus final summative evaluation. ___Check progress with the SLO Unit	Complete/Submit US 5: Summative 2 Assessment, US 1: Dispositions Assessment, US 2: Impact on Student Learning
End of semester	___ Make plans to attend the student teacher's capstone presentation	Complete/Submit US 9: Consensus 2 Final, US 6: Assessment of Mentor

Policies, Forms, and Special Directions

Field Placements
Every student in teacher education will be given
1- one field placement- clinical 1
2- one field placement- clinical 2
3- one field placement- student teaching

Any candidate who fails to successfully complete a placement will not be eligible for further placements. Successful completion is determined by meeting the licensure requirements as required of certified teachers in the state of SC. Cooperating teachers and university supervisors will collaborate on the evaluation of the candidate's knowledge of

1- Designing and planning of instruction,
2- The learning environment,
3- Instruction, and
4- Professionalism.

Teacher candidates will be removed from their field placements upon request of the cooperating school district or based on deficiencies in any of the following areas:

Effective teaching (instruction and planning),

Classroom management (instruction and behavior),

Content knowledge,

Oral and written communication skills,

Ethical and professional behavior.

The student's case will go before a Teacher Education Committee and an intervention or determination will be provided on a case- by- case basis. A student teacher may be removed immediately upon a request from the cooperating administrator. Please see additional information here:
https://sites.google.com/converse.edu/conversestudentteaching/removal-from-student-teaching?authuser=0 .

Grading
At the conclusion of the student teaching experience, student teachers receive a grade of pass (P) or fail (F). Determination of the final grade is the responsibility of the director of student teaching based on the recommendations of the mentor teacher, program director, and the university supervisor. In order to obtain a grade of Pass, the candidate meets criteria set forth in the syllabus for student teaching and any other requirements from the program director. Please refer to this document for specifics.

Absence of the Student Teacher
Student teachers are expected to be present in the classroom each day of the student teaching experience. Attendance at a professional conference may be allowed if approved well in advance. If a student teacher must be absent, two individuals must be notified before the beginning of the school day, and preferably the day before the absence: the mentor teacher, and the university supervisor. If a personal emergency should occur which necessitates the teacher candidate to leave school during a school day, the teacher candidate notifies the mentor teacher, the principal, and the university supervisor. Should the teacher candidate be absent from the placement for an extended period of time, the Converse School of Education may make individual arrangements for the teacher candidate to make up days missed. NO MORE THAN 3 ABSENCES ALLOWED.

Schedule for Student Teaching
Arrangements for the student teacher to gradually assume instructional responsibilities (up to the first three weeks) and then gradually relinquish instructional responsibilities (during the last three weeks) in the classroom are determined on an individual basis among the mentor teacher, university supervisor, and student teacher.

Student Teaching Certification Completion Directions

1. Apply to graduate (even if a candidate does not plan to attend the graduation ceremony). A degree will not be conferred

until this occurs.

2. The State Department of Education needs your undergraduate transcripts. If you are a graduate student, we cannot send the undergraduate transcripts you sent for admission to Converse. Complete the online transcript request along with the fee payment. This is for your final Converse transcript. Be sure to ask them to hold your transcript until your degree is posted.

3. You must pass the Praxis II and the PLT to be certified. Please refer to the most recent program worksheet and the ETS roster and be certain you register for the correct test.

4. Add-on certifications: Converse may only recommend you for your major. Add-ons are between you and the State Department of Education. After you receive your initial certification, download and complete the "Request for Change of Action" form from the SDE (https://ed.sc.gov) The same is true for "30 above" status.

5. If you need certification in another state, obtain the appropriate reciprocal form and bring it to Dr. Mooneyham in Carmichael Hall. Once you have your SC license, this alternate/additional state certification may be completed.

Remember, certification is a process. We work closely with other departments on campus to get this done for you as soon as possible.

ADEPT South Carolina Teaching Standards 4.0

Instruction Domain

SC Teaching Standards 4.0 Rubric and Evidence Form

Teacher Candidate: _____ Supervising/Coaching Teacher: _____

Lesson: _____ Date: _____ Formative: ☐ Summative ☐ Total Score: _____

	Instruction				
	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Standards and Objectives	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. • Expectations for each student's performance are clear, demanding, and high. • State standards are displayed, referenced throughout the lesson with explanations. • There is evidence that most students demonstrate mastery of the objective.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear, demanding and high. • State standards are displayed and referenced in the lesson. • There is evidence that most students demonstrate mastery of the objective.	• Some learning objectives and state content standards are communicated. • Sub-objectives are sometimes aligned to the lesson's major objective. • Learning objectives are not clearly connected to what students have previously learned. • Expectations for student performance are clear. • State standards are appropriately displayed • There is evidence that some of the students demonstrate mastery of the objective.	• Learning objectives and state content standards are not communicated. • Sub-objectives are rarely aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are not appropriately displayed. • There is evidence that few students demonstrate mastery of the objective.	Score _____
Motivating Students	• The teacher consistently and explicitly organizes the content so that it is personally meaningful, relevant and intellectually engaging to all students. • The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher consistently reinforces and rewards effort.	• The teacher often organizes the content so that it is personally meaningful, relevant and intellectually engaging to most students. • The teacher often develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful, relevant and engaging to some students. • The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful, relevant and engaging to students. • The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher rarely reinforces and rewards effort.	Score _____

	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Presenting Instructional Content	Presentation of content always includes: • visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. • Explicit examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations throughout the lesson. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non-essential information.	Presentation of content most of the time includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include reflective internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non- essential information.	Presentation of content sometimes includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information • no irrelevant, confusing, or non- essential information.	Presentation of content rarely includes: • visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson. • examples, illustrations, analogies, and labels for new concepts and ideas. • modeling by the teacher to demonstrate his or her performance expectations. • concise communication. • logical sequencing and segmenting. • all essential information. • no irrelevant, confusing, or non- essential information.	Score _____
Lesson Pacing and Structure	• The lesson starts promptly. • The lesson's structure is coherent, with a significant beginning, middle, end, and extended time for reflection. • Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates. • Routines for distributing materials are seamless. • No instructional time is lost during transitions.	• The lesson starts promptly. • The lesson's structure is coherent, with a beginning, middle, and end and reflection. • Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Little instructional time is lost during transitions.	• The lesson starts somewhat promptly. • The lesson's structure is coherent, with a beginning, middle, and end. • Pacing is appropriate for some students and rarely provides opportunities for students who progress at different learning rates. • Routines for distributing materials are efficient. • Instructional time is lost during transitions.	• The lesson does not start promptly. • The lesson has a structure, but may be missing closure or introductory elements. • Pacing is appropriate for few students, and does not provide opportunities for students who progress at different learning rates. • Routines for distributing materials are inefficient. • Considerable time is lost during transitions.	Score _____

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	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Activities and Materials	Activities and materials include all of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology which enhances student learning and thinking. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc). • In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.	Activities and materials include most of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).	Activities and materials include some of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).	Activities and materials include few of the following: • support the lesson objectives. • are challenging. • sustain students' attention. • elicit a variety of thinking. • provide time for reflection. • are relevant to students' lives. • provide opportunities for student to student interaction. • induce student curiosity and suspense. • provide students with choices. • incorporate multimedia and technology. • incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).	Score _____

	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Questioning	Teacher questions are varied and high quality providing a consistently balanced mix of question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are consistently purposeful and coherent. • A high frequency of questions is asked. • Questions are consistently sequenced with attention to the instructional goals. • Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers). • Wait time (3-5 seconds) is consistently provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate higher order questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality providing a balanced mix of question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are usually purposeful and coherent. • A moderate frequency of questions asked. • Questions are often sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is often provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex. • Students generate questions that lead to further inquiry and self-directed learning.	Teacher questions are varied and high quality providing for some, but not all, question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are sometimes purposeful and coherent. • A moderate frequency of questions asked. • Questions are sometimes sequenced with attention to the instructional goals. • Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is sometimes provided. • The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.	Teacher questions are inconsistent in quality and include few question types: ○ knowledge and comprehension, ○ application and analysis, and ○ creation and evaluation. • Questions are random and lack coherence. • A low frequency of questions is asked. • Questions are rarely sequenced with attention to the instructional goals. • Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers). • Wait time is inconsistently provided. • The teacher mostly calls on volunteers and high ability students.	Score _____
Academic Feedback	• Oral and written feedback is consistently academically focused, frequent, and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is consistently used to monitor and adjust instruction. • Teacher engages students in giving specific and high quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent, and mostly high quality. • Feedback is often given during guided practice and homework review. • The teacher circulates regularly during instructional activities to support engagement, and monitor student work. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving feedback to one another.	• Oral and written feedback is sometimes academically focused, frequent, and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates sometimes during instructional activities to support engagement, and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.	Score _____

	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities, and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero- or homogenous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) sometime enhance student understanding and learning efficiency. • Some students in groups know their roles, responsibilities, and group work expectations. • Some students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to sometime, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.	Score _____
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge.[2] • The teacher consistently highlights key concepts and ideas, and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher regularly implements subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	• Teacher displays adequate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.	Score _____

	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Teacher Knowledge of Students	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices consistently incorporate student interests and cultural heritage. • Teacher consistently provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of most student anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some student anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.	Score ____
Thinking	The teacher thoroughly teaches three types of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information.[4] • practical thinking where students use, apply, and implement what they learn in real-life scenarios.[5] • creative thinking where students create, design, imagine and suppose.[6] • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.[7] The teacher consistently provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints. • monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	The teacher thoroughly teaches two types of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher regularly provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.	The teacher attempts to teach one type of thinking but does not thoroughly teach at least one type of thinking: • analytical thinking where students analyze, compare and contrast, and evaluate and explain information. • practical thinking where students use, apply, and implement what they learn in real-life scenarios. • creative thinking where students create, design, imagine and suppose. • research-based thinking where students explore and review a variety of ideas, models, and solutions to problems. The teacher sometimes provides opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. • The teacher provides few opportunities where students: • generate a variety of ideas and alternatives. • analyze problems from multiple perspectives and viewpoints.	Score ____

	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Problem Solving	The teacher implements activities that teach and reinforce 3 or more of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach and reinforce 2 of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach and reinforce 1 of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach and reinforce any of the following problem solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	Score ____

Planning Domain

	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence

Instructional Plans	Instructional plans include:
	• measurable and explicit goals aligned to state content standards.
	• activities, materials, and assessments that:
	  ○ are aligned to state standards.
	  ○ are sequenced from basic to complex.
	  ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.
	  ○ provide appropriate time for student work, student reflection, and lesson and unit closure.
	• evidence that plan is appropriate for the age, knowledge, and interests of all learners.
	• evidence that the plan provides regular opportunities to accommodate individual student needs.
		Instructional plans include:
		• goals aligned to state content standards.
		• activities, materials, and assessments that:
		  ○ are aligned to state standards.
		  ○ are sequenced from basic to complex.
		  ○ build on prior student knowledge.
		  ○ provide appropriate time for student work, and lesson and unit closure.
		• evidence that plan is appropriate for the age, knowledge, and interests of most learners.
		• evidence that the plan provides some opportunities to accommodate individual student needs.
			Instructional plans include:
			• some goals aligned to state content standards.
			• activities, materials, and assessments that:
			  ○ are sometimes aligned to state standards.
			  ○ are sometimes sequenced from basic to complex.
			  ○ Sometimes build on prior student knowledge.
			  ○ Sometimes provide appropriate time for student work, and lesson and unit closure.
			• Some evidence that plan is appropriate for the age, knowledge, and interests of most learners.
			• evidence that the plan provides some opportunities to accommodate individual student needs.
				Instructional plans include:
				• few goals aligned to state content standards.
				• activities, materials, and assessments that:
				  ○ are rarely aligned to state standards.
				  ○ are rarely logically sequenced.
				  ○ rarely build on prior student knowledge
				  ○ inconsistently provide time for student work, and lesson and unit closure
				• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners.
				• little evidence that the plan provides some opportunities to accommodate individual student needs.
					Score _____

Student Work	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it. • draw conclusions, make generalizations, and produce arguments that are supported through extended writing. • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.	Assignments require students to: • interpret and analyze information rather than reproduce it. • draw conclusions and support them through writing. • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • interpret information rather than reproduce it. • Sometimes draw conclusions and support them through writing. • Sometimes connect what they are learning to prior learning	Assignments require students to: • mostly reproduce information. • rarely draw conclusions and support them through writing. • rarely connect what they are learning to prior learning or life experiences.	Score _____

	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Assessment	Assessment Plans: • are consistently aligned with state content standards. • have clear appropriate measurement criteria. • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test. • require extended written tasks. • are portfolio-based with clear illustrations of student progress toward state content standards. • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards. • have clear measurement criteria. • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require written tasks. • include performance checks throughout the school year.	Assessment Plans: • are sometimes aligned with state content standards. • have measurement criteria. • measure student performance in more than one way (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • require limited written tasks. • include performance checks but may not be monitored consistently.	Assessment Plans: • are rarely aligned with state content standards. • have ambiguous measurement criteria. • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test). • include performance checks, although the purpose of these checks is not clear.	Score _____

Environment Domain

	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Environment					
Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material, and demands better performance from every student.	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations.	• Teacher sets high and demanding academic expectations for most students. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where some students can experience success. • Teacher expectations for student work are not clear for all students.	• Teacher expectations are not sufficiently high for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.	Score ____
Managing Student Behavior	• Students are consistently well-behaved, and on task. • Teacher and students establish clear rules and expectations for learning and behavior. • The teacher consistently uses techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly, firmly and consistently with no interruption to instruction.	• Students are mostly well-behaved, and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses several techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks most inconsequential behavior, but other times addresses it stopping the lesson. • The teacher attends to disruptions firmly and consistently with minimal interruption to instruction.	• Student behavior is inconsistent with several students off task, minor learning disruptions are frequent. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques such as intrinsic motivation, social approval, contingent activities, and consequences to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson. • The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.	• Students are not well-behaved and are often off-task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher does not distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.	Score ____

	Exemplary (4)	Proficient (3)	Approaching Proficient (2)	Emerging (1)	Evidence
Environment	The classroom: • welcomes all members and guests • is organized and understandable to all students and encourages student collaboration. • supplies, equipment, and resources are easily and readily accessible for all students. • displays student work that frequently changes. • is consistently arranged to promote individual and group learning.	The classroom: • welcomes most members and guests. • is organized and understandable to most students. • supplies, equipment, and resources are accessible for most students. • displays student work. • is arranged to promote individual and group learning.	The classroom: • welcomes some members and guests. • is organized and understandable to some students. • supplies, equipment, and resources are accessible. • Displayed student work is not updated regularly. • is sometimes arranged to promote individual and group learning.	The classroom: • is somewhat cold and uninviting. • is not well organized and understandable to students. • supplies, equipment, and resources are difficult to access. • does not display student work. • is not arranged to promote group learning.	Score _____
Respectful Culture	• Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • Teacher seeks out, and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are mostly friendly, but may reflect occasional inconsistencies. • Students exhibit respect for the teacher, and are often polite to each other. • Teacher is often receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher, and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.	Score _____

Professionalism Domain

	Performance Standard	Exemplary 4	Proficient 3	Needs Improvement 2	Unsatisfactory 1
Growing and Developing Professionally[20]	1. The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested.	Always	Often	Sometimes	Rarely
	2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings.	Always	Often	Sometimes	Rarely
	3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations.	Always	Often	Sometimes	Rarely
	4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency.	Always	Often	Sometimes	Rarely
Reflecting on Teaching[21]	5. The educator makes thoughtful and accurate assessments of his/her lessons' effectiveness as evidenced by the self-reflection after each observation.	Always	Often	Sometimes	Rarely
	6. The educator offers specific actions to improve his/her teaching.	Always	Often	Sometimes	Rarely
	7. The educator accepts responsibilities contributing to school improvement.	Always	Often	Sometimes	Rarely
	8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions.	Always	Often	Sometimes	Rarely
Community Involvement[22]	9. The educator actively supports school activities and events.	Always	Often	Sometimes	Rarely
School Responsibilities[23]	10. The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment.	Always	Often	Sometimes	Rarely