Elementary Education

Handbook

for

Field Experience

TEACHER EDUCATION PROGRAM
NORTH GREENVILLE UNIVERSITY

Fall 2015

<center>Welcome</center>

Welcome to the world of cohort groups for field experiences. The idea behind this is really very simple. Instead of going to two or three schools to complete your field experiences for each methods course, you go to one school each semester and complete all requirements for courses with field experiences at that one school.

These experiences provide opportunities for you to apply your knowledge, skills, and dispositions as you work with diverse learners in a variety of settings. As you progress from one field experience to another, you will begin to understand the varied and complex aspects of teaching. Designed to be both incremental and well sequenced, field experiences help you to develop the competence necessary to begin your career as a teacher

This component of field experiences is characterized by collaboration, educational environments with most appropriate practice associated with sound professional expertise, and candidate's accountability through distinct and numerous assessments. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates observe, reflect, assist, tutor, manage, instruct, and assess in PK-12 classrooms.

The over-arching focus of all field experiences is the same throughout the Teacher Education Program, to give candidates authentic experiences within an environment of growth. Candidates are mentored to become effective practitioners, caring leaders, and lifelong learners collaboratively by University mentors and classroom teachers.

The information in this handbook is designed to give you the best experience possible, and to help you become an effective practitioner, a lifelong learner, and a caring leader.

Part One

Introduction to Field Experience

During the junior and senior years, teacher candidates are involved in multiple field experiences. The first section of this handbook is designed to provide an understanding of why the NGU educational program requires field experience and how it is organized.

Part II
Field Experience Forms
Part II of the handbook contains a collection of Field Experience forms. The forms will help the teacher candidate as lesson plans are created, designed, taught, and assessed.

CONCEPTUAL FRAMEWORK

VISION OF THE COLLEGE OF EDUCATION
The College of Education seeks to prepare teachers who have not only deep understanding of subjects and methods of teaching, but also deep understanding of students; who not only facilitate students' learning, but also promote students' holistic wellbeing; who desire not only to see others continually grow and develop, but themselves also. We envision our graduates teaching successfully as effective practitioners, modeling through example as caring leaders, and continually learning the art and science of the teaching profession as they inspire their students to become lifelong learners.

MISSION
The self-examination process required in the development of our Conceptual Framework has led to an insightful discovery of who we are as the College of Education at North Greenville University. We are the link between past, present and future.

The teacher education program, first approved in 1997, has grown at an astonishing rate. Since 1997 through December 2007, we have graduated 398 Elementary, Early Childhood, and Music Education majors. This rapid growth parallels the growth of the institution as a four-year University.

Although the institution was accredited as a four-year University in 1991, roots were established in 1891 when Southern Baptists had the vision to begin a school in the "Dark Corner" of South Carolina. Established to bring light into the darkness through Christian education, the school has now come full circle. Building on a heritage of belief that education can and must provide light in the darkness, we now have a teacher education program which trains teachers not only for this geographic area, but also other states and foreign countries.

J. Dean Crain, Principal of North Greenville Academy in 1914, predicted that "the school is just entering upon its career of usefulness, and ere long what is known far and wide as the Dark Corner of South Carolina shall become famous for the light shed by the lives of its people" (Crain, 1914, p.65). As the present link in the fulfillment of this mission, we prepare students to respond to God's vocational calling for their lives. The College of Education, with University and community stakeholders, conceived and designed a teacher education program that prepares teachers who experience a sense of calling to the profession to become effective practitioners, caring leaders, and lifelong learners. We urge our graduates to remember this past and go forward with resolve and courage. We challenge them, just as Paul, in Philippians 3:14 (NIV) to press on toward the goal to claim the prize for which God has called them.

Building on a heritage of teachers who modeled behaviors indicative of high expectations, the faculty in the College of Education continue to demonstrate for students the knowledge, skills and dispositions that empower them to go forward with resolve and courage as teacher education graduates of a school "of high grade equal to any in the country" (Howard, 1967, p. 5).

IN ALIGNMENT WITH THE PURPOSE AND MISSION OF NORTH GREENVILLE UNIVERSITY, THE MISSION OF THE COLLEGE OF EDUCATION IS TO DEVELOP TEACHERS WHO POSSESS KNOWLEDGE, SKILLS, AND DISPOSITIONS THAT EMPOWER THEM TO FOSTER LEARNING IN ALL STUDENTS.

Our logo encapsulates in graphic form the interrelationship of our vision, mission and outcomes reflected in three conjoining circles and linked by the light of a calling to the profession.

TEACHER EDUCATION PROGRAM
NORTH GREENVILLE UNIVERSITY

AIM
The teacher education program at North Greenville University, a Christ-centered institution, prepares teacher candidates to become effective practitioners, caring leaders, and lifelong learners in a diverse, changing society.

PHILOSOPHY
Our beliefs about how best to prepare teacher candidates to become effective, reflective and facilitative practitioners rest, first of all, on the Bible as the solid foundation for a philosophy of education and of life, in keeping with the Christian commitment of North Greenville University. Other knowledge bases that provide direction to our efforts include educational theory and research, the wisdom of practice, and state and national policy directives.

Academic research and the American public agree that teacher quality is the most important education factor driving student performance (Milken, 2000). Studies reported by Marzano (2003) confirm the profound impact a teacher can have on individual student achievement, noting a positive relationship between teachers' content and pedagogical knowledge and student achievement. The link between social support, academic learning, and student achievement suggests that teachers must not only provide the instruction necessary to meet high expectations, but must also provide a sense of trust, confidence, and psychological safety that allows students to learn. The findings of Lee, Smith, Perry, and Smylie (1999) suggest that gains in student achievement require both high academic expectations and the social support necessary for students to achieve.

Teachers are decision makers and problem solvers working in a very complex environment with multiple, simultaneous demands on their time and attention. Mere mindless application of techniques based on research and learned by rote is not sufficient to solve the problems of teaching; prospective teachers must learn to practice reflectively (Schon, 1987). Teachers who conceive of and conduct themselves as learners

provide a model for students and are better able to help students succeed as learners (Sternberg, 1987). Ongoing professional growth is a hallmark of quality in teaching.

High quality in teaching is also a function of caring; school relationships characterized by caring promote growth among teachers as well as students (Noddings, 1992). As Palmer (1998) described it, good teaching cannot be reduced to technique; it comes from the identity and integrity of the teacher. Good teachers' methods vary widely, but they consistently create connections among the teacher, the students and the subject; they build a community. Sergiovanni (1992) spoke of schools becoming "virtuous enterprises;" Chaskin and Rauner (1995) urged us to search for ways to build caring into the environments in which young people develop. Teachers who care for and serve the best interests of their students are fulfilling a spiritual principle (Philippians 2:4); they are demonstrating love and exercising Biblical servant-leadership.

In addition to valued research on quality in teaching, students can provide insightful and articulate observations on excellence in teaching. Fall, 2003, the entering freshmen at North Greenville University were required to write an essay for freshman English placement based on one of two writing prompts: What is an excellent student? Or, What is an excellent teacher? A College of Education faculty member analyzed 145 responses to the question of what is an excellent teacher. Not surprisingly, students focused on those qualities and characteristics correlating to our philosophy, and ultimately, our outcomes that define excellence in teaching. Students identified a caring, compassionate, selfless, and sacrificial teacher who "goes the extra mile" by staying late, being available, knowing students' needs, and expressing a willingness to help. Students also identified knowledge of the subject, a demonstration of a variety of teaching and classroom management skills, personal traits of fairness, loyalty, and honesty, and a commitment to lifelong learning as characteristics of the excellent teacher. Finally, students identified recognition of individual differences reflected in proficiencies such as, providing different learning activities for different types of students, answering and assisting all students, and adapting to differences in learning and teaching styles.

Additionally, a fundamental area that must permeate all educational programs is multicultural education. Teacher candidates must be prepared for an environment requiring diverse and complex human responses, both cognitively and affectively. The cultural fusion into a melting pot of cultures is no longer the reality; rather, it is a mosaic of many colors and forms, each piece of which retains its uniqueness. In contrast, the racial and ethnic composition of American teachers continues to be primarily white female (Chisholm, 1994, p.3). As reflective practitioners, teacher candidates must develop an awareness of their own cultural perspective. Teacher candidates must also develop a cultural competence to function comfortably in a culture different from their own. Teacher candidates must develop and appreciate all aspects of culturally diverse groups, including their values, stories, art, music, religions, and learning styles. They must recognize the close links of cultural roots and cognition in order to adapt with appropriate teaching styles (Boykin, 2000).

Recognizing also the importance of preparation of teacher candidates for a broader societal scope, we collaborate with those state and national program directives that articulate standards to develop a common core of knowledge and skills to be acquired by all new teachers. The Interstate New Teacher Assessment and Support Consortium (INTASC), a program of the Council of Chief State School Officers, has developed standards based upon shared views within the profession of what constitutes professional teaching. In addition, the South Carolina Department of Education has articulated performance standards as a component of the System of Assisting, Developing and Evaluating Professional Teaching (ADEPT). These expectations are based on a large repertoire of knowledge and skills that provide the foundation for competent practice (SCTeachers.org), and are required in all South Carolina teacher education programs for teacher evaluation and improvement.

The College of Education recognizes that learner-centered, constructivistic, experiential, collaborative and reflective approaches to instruction promote deep, powerful, meaningful learning, both in teacher education and K-12 schooling (e.g., Darling-Hammond, 1997; Gardner, 1999; Zemelman, Daniels & Hyde, 1998). We find ourselves on a trajectory of growth toward deeper understanding, more effective practice and enhanced capacity to facilitate such learning with our teacher candidates.

Based ultimately on a spiritual foundation, the program prepares candidates according to these principles:
     • Candidates prepare to become caring, committed practitioners through a logical, coherent, knowledge-based program which allows them to develop their abilities through guided experience in the field.
     • The program is aligned with professional (INTASC) and state (ADEPT) standards and policies.
     • Desired outcomes for candidates are clearly articulated and constitute the objectives for each course and learning experience conducted within the program.

Candidates who meet these objectives for knowledge, skills and dispositions, articulated as proficiencies, will be competent in subject matter knowledge, as well as be able to facilitate learning and to nurture the self-concept and self-efficacy of all learners. They will also be able to serve schools as caring leaders and be practicing members of the "club of life long learners" (Smith, 1983).

UNIT OUTCOMES AND CANDIDATE PROFICIENCIES

Teacher candidates who are successful teachers are EFFECTIVE PRACTITIONERS, CARING LEADERS, AND LIFELONG LEARNERS.

Practitioners are teachers who demonstrate the knowledge base of effective teaching methods; understand the application of human development, intelligence and learning to instruction; understand the interrelationship of curriculum, instruction, and assessment, and understand content specific to the field of practice.

Leaders are teachers who design an effective learning environment based on current research and practice reflective decision making as an integral component of instruction. Leaders communicate effectively with all stakeholders: students, colleagues, families, social agencies, and other professional constituencies. Caring leaders foster an optimal learning environment that provides for the social, emotional and physical safety of all children so that they can learn. Caring leaders apply visionary thinking to the improvement of professional and societal conditions to create a context for optimal learning.

Learners are teachers committed to their own personal and professional development by incorporating into all teaching experiences the application of current research on instruction and learning. The teacher as lifelong learner models for students habits of inquiry applicable to life situations, to encourage the development of intrinsic motivation for learning in students.

The UNIT OUTCOMES of the North Greenville University Teacher Education Program serve as goals in the preparation of teacher candidates who as effective practitioners, nurturing and caring leaders, and lifelong learners:
- demonstrate content knowledge and skills in facilitating learning.
- model nurturing, caring leadership.
- act as lifelong learners who by example and instruction invite lifelong   learning in their students.

North Greenville University: College of Education Conceptual Framework.
OUTCOME 1: THE TEACHER IS AN EFFECTIVE PRACTITIONER, GROUNDED IN CONTENT KNOWLEDGE AND SKILLED IN IMPACTING STUDENT LEARNING.

Proficiencies:

A. Candidates demonstrate mastery of the critical content and processes in their fields of study within the context of a broad understanding of the liberal arts. [CAEP 1.1, APS 6, Praxis II Content Exams, minimum grades in core courses, minimum GPA.]

B. Candidates communicate subject matter effectively and accurately to motivate student learning, and develop deeper levels of understanding of key concepts. [CAEP 1.2, APS 4, FEE, Oral Grammar Rubric, AOD, Lesson Plan Rubric]

C. Candidates utilize the key principles of educational purposes, curriculum, instruction, and assessment by designing, adapting, and selecting a variety of appropriate assessments and using the data to improve student learning and instruction. [CAEP 1.3, APS 3, Lesson Plans, ADEPT evaluation, Unit, TWS]

D. Candidates plan and implement lessons utilizing the knowledge of student diversity, human development, and research in order to help all students learn. [CAEP 1.5, APS 2, Lesson Plans, Unit plan, TWS, ADEPT evaluation]

E. Candidates employ multiple resources beyond the textbook such as including concrete objects, online resources and media to meet the needs of all learners. [CAEP 1.4, APS 5, Unit Plans, Lesson Plans, FEE, TWS]

F. Candidates use a variety of effective instructional techniques, models, methods (eg. close reading, critical thinking, problem solving), and materials in a logical sequence for teaching and learning. [CAEP 1.6, APS 5, Lesson Plans, Unit Plan, FEE, TWS]

OUTCOME 2: THE TEACHER IS A NURTURING AND CARING LEADER.

Proficiencies:

A. Candidates exhibit personal responsibility, trustworthiness, fairness, and teamwork in the school community. [CAEP 1.7, APS 10, AOD]

B. Candidates respect, value, and establish high expectations for all students creating an inclusive learning environment. [CAEP 1.6, APS 4, AOD, TWS, ADEPT]

C. Candidates design and maintain an effective, safe learning environment that meets the child's physical, social, emotional, and cognitive needs. [APS 8, SC safe schools climate act, AOD, TWS, ADEPT]

D. Candidates value cooperation, practice collaboration, and display fairness and empathy when working with colleagues and families. [CAEP 1.8, APS 10, AOD]

OUTCOME 3: THE TEACHER IS A LIFELONG LEARNER WHO BY EXAMPLE AND INSTRUCTION INVITES LIFELONG LEARNING IN STUDENTS.

Proficiencies:

A. Candidates engage in activities and utilize resources that contribute to the improvement of self, the profession, and community. [APS 10, AOD, ADEPT evaluation]

B. Candidates model inquiry and reflection of self, students, families, and communities based on student performance. [CAEP 1.3, APS 10, Lesson Plans, TWS, ADEPT]

C. Candidates reflect on their choices and biases in order to build strong relationships with learners, families, colleagues, and the community. [CAEP 1.9, APS 10]

Revised 2.13.2014

Alignment of Conceptual Framework, Benchmarks, Assessments, and Standards for Elementary Education

OUTCOME 1: THE TEACHER IS AN EFFECTIVE PRACTITIONER, GROUNDED IN CONTENT KNOWLEDGE AND SKILLED IN IMPACTING STUDENT LEARNING.			
A. Candidates demonstrate mastery of the critical **content** and processes in their fields of study within the context of a broad understanding of the liberal arts.	Benchmark 1, 2	Praxis II Content Exams, minimum grades in core courses, minimum GPA.	CAEP 1.1, InT 4 APS 6, ACEI 3.1-3.5
B. Candidates **communicate** subject matter effectively and accurately to motivate student learning, and develop deeper levels of understanding of key concepts.	Benchmark 1, 2, 3	FEE, Oral Grammar Rubric, AOD, Lesson Plan Rubric, ADEPT Notebook,	CAEP 1.2, InT 5 APS 4 ACEI 1.0; 3.1-3.5
C. Candidates utilize the key principles of educational purposes, curriculum, instruction, and assessment by designing, adapting, and selecting a variety of **appropriate assessments** and using the data to improve student learning and instruction.	Benchmark 2, 3	Lesson Plans, ADEPT evaluation, Unit, TWS,	CAEP 1.3, InT 6 APS 3 ACEI 2.1-2.7; 3-1-3.2; 4.0
D. Candidates **plan** and implement lessons utilizing the knowledge of student diversity, human development, and research in order to help all students learn.	Benchmark 2, 3	Lesson Plans, Unit plan, TWS, ADEPT evaluation,	CAEP 1.5, InT 7 APS 2 Div 1D ACEI 1.0; 3.1-3.5
E. Candidates employ **multiple resources** beyond the textbook such as including concrete objects, online resources and media to meet the needs of all learners.	Benchmark 2,3	Unit Plans, Lesson Plans, FEE, TWS,	CAEP 1.4, InT 5 ISTE IIIA APS 5 Div 1F ACEI 3.1-3.5
F. Candidates use a variety of **effective instructional techniques**, models, methods (eg. close reading, critical thinking, problem solving), and materials in a logical sequence for teaching and learning	Benchmark 2, 3	Lesson Plans, Unit Plan, FEE, TWS,	CAEP 1.6, InT 8 APS 5 ACEI 1.0; 2.1-2.7; 3.1-3.5; 4.0
OUTCOME 2: THE TEACHER IS A NURTURING AND CARING LEADER.			
A. Candidates exhibit **personal responsibility**, trustworthiness, fairness, and teamwork in the school community.	Benchmark 1, 2, 3	AOD, ADEPT evaluation	CAEP 1.7, InT 10 APS 10 ACEI 3.1-3.5; 5.1-5.2
B. Candidates respect, value, and establish **high expectations** for all students creating an inclusive learning environment.	Benchmark 1, 2, 3	AOD, TWS, ADEPT,	CAEP 1.6, InT 2 APS 4 Div 2B ACEI 1.0

C. Candidates design and maintain an effective, safe learning environment that **accommodates** the student's physical, social, emotional, and cognitive needs.	Benchmark 1, 2, 3	SC safe schools climate act, AOD, TWS, ADEPT,	APS 8 InT 1 Div 2c ACEI 1.0; 3.1-3.5
D. Candidates value cooperation, practice collaboration, and display **fairness and empathy** when working with colleagues and families.	Benchmark 1, 2, 3	AOD, ADEPT evaluation,	CAEP 1.8, InT 3 APS 10 ACEI 5.1-5.2
OUTCOME 3: THE TEACHER IS A LIFELONG LEARNER WHO BY EXAMPLE AND INSTRUCTION INVITES LIFELONG LEARNING IN STUDENTS.			
A. Candidates engage in **professional development** activities and utilize resources that contribute to the improvement of self, the profession, and community.	Benchmark 1, 2, 3	AOD, ADEPT evaluation, Portfolio displays	InT 9 APS 10 ACEI 5
B. The candidate uses **technology** and other resources as a tool for improving instruction and for professional growth.	Benchmark 1,2,3	Lesson Plans, TWS, ADEPT	InT 9 ISTE VA APS 10 ACEI 5
C. Candidates model **inquiry and reflection** of self, students, families, and communities based on student performance.	Benchmark 2, 3	Lesson Plans, TWS, and ADEPT reflections,	CAEP 1.3, InT 10 APS 10 Div 3c ACEI 3
D. Candidates **reflec**t on their choices and biases in order to build strong relationships with learners, families, colleagues, and the community.	Benchmark 2, 3	Lesson Plans, TWS, and ADEPT reflections	CAEP 1.9, InT 10 APS 10 Div 3d ACEI 3

Association for Childhood Education International (ACEI)
Elementary Education Standards

ACEI is the accrediting body for the NGU Teacher Education Program. Following are the standards for teaching for the university.

DEVELOPMENT, LEARNING AND MOTIVATION
1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

CURRICULUM
2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;

2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;
2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills— human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION
3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT
4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM
5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Description of Field Experiences

At each level of the pre-service education experience at North Greenville University, teacher candidates are given opportunities to apply the knowledge and skills they are obtaining through simulated and actual classroom situations. Field experiences are offered in cooperating schools as an integral component of the program. Field experiences provide the opportunity for candidates to continue to develop their knowledge, skills, and dispositions in the real world of classrooms as they work with diverse learners in a variety of settings appropriate to the content and level of their program of study. Designed to be both incremental and well sequenced, field experiences help candidates develop the competence necessary to begin their careers as teachers.

Field experiences and clinical practice are characterized by collaboration, appropriate practice associated with sound professional expertise, and accountability through extensive assessment. Field experiences represent a variety of early and ongoing school-based opportunities in which candidates observe, reflect, assist, tutor, manage, instruct, and assess learning in K-12 classrooms.

The first field experience, as a part of EDUC 1210 Introduction to Education, occurs as your first education class and is exploratory and primarily observational in nature. After candidates are admitted to the program, each major has its own organization for field experiences. The over-arching focus, however, is the same throughout the COE, to give candidates authentic learning experiences within an environment of on-going growth. This is accomplished through mentoring by university supervisors and classroom teachers. Candidates are mentored to become effective practitioners, caring leaders, and lifelong learners collaboratively by university mentors and classroom teachers. Students move from observing both the teacher and the learner to engaging in teaching lessons, to curriculum planning and development. Field experiences are integrated into and tied to specific courses and represent a variety of early and on-going school-based opportunities in which candidates observe, reflect, assist, tutor, manage, instruct, assess, and conduct events in their classrooms.

Field Experience Fees

The NGU College of Education seeks to provide for the safety and security of not only its candidates, but also all students in K-12 school settings with whom NGU students work. Any candidate enrolled in a COE course requiring field experience must obtain a South Carolina Law Enforcement Division (SLED) clearance. Students must pay the stated fee and apply for clearance through the office of the Records Coordinator. Each SLED clearance lasts for 18 months and must be kept current through all of the candidate's field experiences. Upon application for student teaching, each candidate must pay the stated fee to obtain an FBI Check (approximately $160.00 as of Fall 2015). This FBI Check must be current in order to complete senior block and student teaching. Candidates are now required to have a current TB test on file. Candidates should also have an NGU official name tag.

Field Experience Assignment Expectations

During the field experience, teacher candidates will be required to write and teach lesson plans for each discipline in the Elementary Schools. The lessons are to be original lesson plans. While it is appropriate to collect ideas of how a particular standard might be taught from cooperating teachers, mentors, method professors, other cohort students, and even the internet, it is important that the lessons taught reflect a teacher candidates own designed and plan to meet the needs of their students. Plagiarism of lesson plans will have severe consequences.

STANDARDS OF CONDUCT FOR SOUTH CAROLINA EDUCATORS

Pursuant to State Board of Regulation 43-58, the State Board of Education has the legal authority to deny, revoke, or suspend a certificate, or issue a public reprimand, for the following causes:

- incompetence,
- willful neglect of duty,
- willful violation of the rules and regulation of the State Board of Education,
- unprofessional conduct,
- drunkenness,
- cruelty,
- crime against the law of this state or the United States,
- immorality,
- any conduct involving moral turpitude,
- dishonesty,
- evident unfitness for the position for which one is employed,

- sale or possession of narcotics,
- obtaining or attempting to obtain a certificate by fraudulent means or through misrepresentation of material facts,
- failure to comply with the provisions of a contract without the written consent of the local school board,
- test security violation,
- failure to comply with a court order for child support, and
- failure for a second time to complete successfully the formal evaluation process as an annual contract teacher.

The State Board of Education may impose any one of the following disciplinary actions on an educator certificate:

- permanent revocation;
- revocation with the right to reapply after three years,
- suspension for a specified period of time;
- suspension for a specified period of time, upon satisfaction

of certain conditions such as drug or alcohol testing, counseling, or treatment; psychiatric testing, counseling, or treatment; or other conditions appropriate to the facts of the case,
- public reprimand.

The process for taking disciplinary action on an educator certificate:

1. The Department of Education may learn of possible grounds for disciplinary action on an educator certificate from a school district superintendent pursuant to State Board of Education Regulation

43-58.1, other states, the media, and individual complaints.

2. Once the Department of Education learns of conduct that may constitute just cause for disciplinary action, the Department will notify the educator of pending disciplinary action and of the educator's right to a hearing. The educator has fifteen days from the receipt of the notice to make a written request for a hearing.

3. If the educator fails to request a hearing within this time frame, he or she will waive the right to a hearing and the State Board may impose disciplinary action based on the information presented by the Department.

4. If the educator requests a hearing, a hearing will be conducted before the Board or a hearing officer, pursuant to State Board of Education Rule BCAF, Procedures for Educator Certification Hearings.

South Carolina educators have had disciplinary action taken on their certificates for

- pursuing a personal, inappropriate relationship with a student;
- touching a student inappropriate;
- engaging in a physical altercation with a student;
- supplying alcohol or drugs to a student;
- using a school computer to view or download pornography;

- sending or receiving prurient e-mails;
- violating test security;
- violating state or federal laws involving drugs or alcohol or other illegal behavior;
- embezzling public funds;
- committing breach of trust; and
- breaching a teaching contract.

Applicants for certification in South Carolina have had their applications for certification denied because they have serious criminal records and, in some cases, failed to fully disclose their criminal records.

Notice of the denial, suspension or revocation of an educator's certificate is sent to all districts in South Carolina and to the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse. Notice of a public reprimand is sent only to the school districts.

Responsibilities for Individuals
Involved with Field Experience

North Greenville Instructor
- ❖ Communicate expectations to candidates
- ❖ Grade lesson plans and reflections
- ❖ Communicate with University Mentors as needed

North Greenville Mentors/University Supervisors
- ❖ Communicate expectations to Cooperating Teachers
- ❖ Complete formal observations on each candidate
- ❖ Conduct a post conference with each candidate after an observation
- ❖ Complete evaluation forms for each candidate and provide the candidate with copies
- ❖ Collect Cooperating Teacher evaluation forms and Assessment of Dispositions form
- ❖ Provide candidates with copies of evaluation forms
- ❖ Turn in original evaluation forms to Placement Coordinator at the end of the semester
- ❖ Be available to candidates, be a resource, and be a coach

Cooperating Teachers
- ❖ Assist candidate in scheduling of the lessons to be taught
- ❖ Assist candidate in planning of the lessons (communicate standards currently being taught in the classroom and provide any materials you wish for him/her to use)
- ❖ Be present during each of the lessons and complete an evaluation form
- ❖ Complete a summative evaluation form at the end of the field experience
- ❖ Complete an Assessment of Dispositions form at the end of the field experience
- ❖ Give all forms to the North Greenville University Mentor/Supervisor or place in the designated area at your school for North Greenville Placement Coordinator

North Greenville Teacher Candidates
- ❖ Communicate with cooperating teacher and follow his/her schedule and/or guidelines in planning and scheduling lessons (You are responsible for the scheduling of the lessons you will be teaching.)
- ❖ Meet with North Greenville University Mentor/Supervisor after formal observations or as needed
- ❖ Provide copies of each lesson plan to the Cooperating Teacher, North Greenville University Mentor/Supervisor, and North Greenville University Instructor
- ❖ Communicate by phone or email with the North Greenville University Mentor, at least 48 hrs, in advance, with the time for when you will be teaching a lesson
- ❖ Attend on time and for the entire time all field experiences days. If you must be absent due to sickness, contact cooperating teacher, mentor, and cooperating school ASAP.

Elementary Education
Cohort Groups

FAQ

What are cohort groups? Cohort groups are groups of teacher candidates who have the exact same schedule and take all of their classes as a group.

What is the purpose of using cohort groups? The purpose of the cohort groups is to focus instruction in the field experiences. Instead of having students go to different schools on different days to complete requirements from different professors, the students will carry out all of the assignments in one school.

Who will supervise the students? A mentor from the university will be in the schools on Tuesday or Thursday mornings and will mentor one set of teacher candidates.

What will be the role of these mentors? To be a <u>resource</u> who will provide ideas for strategies, activities, and materials, and a <u>coach</u> who instructs, trains, encourages, and models lessons.

What will these mentors do while they are in the classroom? They will be responsible for observing and scripting the lesson, using the evaluation rubric, identifying areas of reinforcement and refinement, conferencing with the teacher candidates, leading the teacher candidate to self-reflect, and helping develop a plan for improving instruction.

What will be the role of the professors who give the assignments? They will be responsible for developing the requirements for the teacher candidates and giving the grade to the teacher candidates for how well the requirements were completed.

Elementary Education Field Experience Courses

Course Number	Course Name	Number of Hours in Field
EDUC 1210	Intro. To Education	**20**

Field Experiences for Cohorts 1st Semester

ELED 4311	Classroom Management and Assessment	
EDUC 3300	Literature for Children	
ELED 3350	The Exceptional Learner	
EDUC 3410	Educational Psychology	
ELED 3420	Teaching Language Arts in the Elementary School Classroom	

Total for Cohort: 30

Field Experiences for Cohorts 2nd Semester

ELED 3310	Mathematics in the Elementary School I	
ELED 3430	Teaching Content Through Literature and the Arts	
ELED 3440	Methods & Materials For Teaching Social Studies	
ELED 4330	Methods & Materials for Teaching Science in the Elementary Classroom	

Total for Cohort: 30

Field Experiences for Senior Block

ELED 4100	Seminar with Cooperating Teacher Faculty	
ELED 4210	Language Arts Assessment and Planning	
ELED 4310	Planning Apprenticeship	
ELED 3315	Mathematics in the Elementary School II	
ELED 4312	Professional Development	
ELED 4313	Curriculum Development Utilizing Technology	

Total for Cohort: 140

Total for Field Experience prior to Student Teaching: 220

In the current elementary curriculum, teacher candidates are placed in cohort groups beginning in their junior year, with each cohort assigned in one of our partner schools. Each cohort will work in the school three hours per week throughout the semester during their junior year. During the senior year, the student will work a complete school day on Tuesday and Thursday first semester and each day during their student teaching. A faculty member is assigned to each school to serve as the on-site mentor for each cohort. Mentors will record and respond to candidates' performance, noting areas of reinforcement and refinement and assisting them in developing a plan to strengthen these areas.

Elementary Education
Track I and II Course Sequence Comparison

Track I Course Sequence

	1st Semester				Junior	2nd Semester	
EDUC	3300 Literature for Children	3			ELED	3310 Math Methods I	3
ELED	4311 Classroom Management&Assessment	3			ELED	3430 Content through Lit/Arts	4
EDUC	3350 The Exceptional Child	3			ELED	3440 M. & M in SS	4
EDUC	3410 Educational Psychology	4			ELED	4330 Teaching of Science	3
ELED	3420 Teaching Lang. Arts	4				Elective	3
CHPL	1000 Chapel	.5			CHPL	1000 Chapel	.5
CEVT	1000 Cultural Events	.5			CEVT	1000 Cultural Events	.5
		18					**18**

Track II Course Sequence

	1st Semester				Junior	2nd Semester	
	Elective	3			ELED	3310 Math Methods I	3
EDUC	3350 The Exceptional Child	3			EDUC	3300 Literature for Children	3
EDUC	3410 Educational Psychology	4			ELED	3440 M. & M in SS	4
CHPL	1000 Chapel	.5			ELED	4330 Teaching of Science	3
CEVT	1000 Cultural Events	.5			ELED	3420 Teaching Lang. Arts	4
		11			CHPL	1000 Chapel	.5
					CEVT	1000 Cultural Events	.5
							18

Summer School

ELED	4311 Classroom Management&Assessment	3
ELED	3430 Content through Lit/Arts	4
		7

Cohort Groups Teaching Assignments
For Elementary Education

Junior First Semester (Track I)

ELED 3310	Mathematics in the Elementary School I
EDUC 3300	Literature for Children
ELED 3350	The Exceptional Learner
EDUC 3410	Educational Psychology
ELED 3420	Teaching Language Arts in the Elementary School Classroom

During the first two weeks of the semester, teacher candidates will observe cooperating teachers and gather information on students (resource, ESL. gifted, etc.) and classroom routines.

Weeks 3-10: Teacher candidates will teach four lessons as assigned by the university instructors of the above classes. Lesson plans will be due to cooperating teachers and mentors before the lesson is taught.

Junior Spring Semester (Track I)

ELED 3315	Mathematics in the Elementary School II
ELED 3430	Teaching Content Through Literature and the Arts
ELED 3440	Methods & Materials For Teaching Social Studies
ELED 4330	Methods & Materials for Teaching Science in the Elementary Classroom

During the first two weeks of the semester, teacher candidates will observe cooperating teachers and gather information on students (resource, ESL. gifted, etc.) and classroom routines.

Weeks 3-10: Teacher candidates will teach four lessons as assigned by the university instructors of the above classes. Lesson plans will be due to cooperating teachers and mentors before the lesson is taught.

Senior Fall Semester (Track I and II)

ELED 4100	Seminar with Cooperating Teacher Faculty
ELED 4210	Language Arts Assessment and Planning
ELED 4310	Planning Apprenticeship
ELED 4311	Classroom Management and Assessment
ELED 4312	Professional Development
ELED 4313	Curriculum Development Utilizing Technology

During the first two weeks of the semester, teacher candidates will observe cooperating teachers and gather information on students (resource, ESL. gifted, etc.) and classroom routines.

Weeks 3-10: Teacher candidates will teach eight lessons as assigned by the university instructors of the above classes. Lesson plans will be due to cooperating teachers and mentors before the lesson is taught.

Attendance Policy
Junior Year and Senior Block

1. Field Experience must be a minimum of ten calendar weeks from beginning date.

2. If a day or part of a day is missed during the field experience, the complete date must be made up by the teacher candidate.

3. The teacher candidate is required to go to the school on the day NGU assigned and at the assigned time. No changes in the times or days of assignments can be made without the written permission of NGU faculty. The only exception is if the teacher candidate misses a day at their school due to illness. This one day may be made up by going to the school on another day during the week, with the cooperating teacher and mentor's permission.

4. When a teacher candidate needs to be absent due to illness it is required that the school be contacted prior to 7:30am leaving a phone message for the cooperating teacher and mentor explaining the reason for the absence. (Note: even if the teacher candidate contacts the teacher and mentor by phone or e-mail, a phone call reporting their absence to the elementary school is REQUIRED.) As early as possible, but not later than 7:30am contact the cooperating teacher by email apologizing for being absent and provide a copy of the lesson plan for any lessons the teacher candidate was responsible for teaching that day. In addition, the teacher candidate will call NGU and leave a message at 864-977-2088 for Dr. McColskey and Mrs. Cashion explaining that the absence and an explanation for missing the field experience.

5. The teacher candidate is responsible for scheduling all classroom teaching experiences and observations with the cooperating teacher and mentor.

I have read and understand the field experience attendance requirements.

_____   _____
Signature   Date

Lesson Plan Template for College of Education

NAME:_____Date of Lesson _____

Lesson Title

State Standard:

Learning Objective(s): The student will be able to:

Essential Question(s):

Assessment: How will you know that the students met the objectives (s) of the lesson? Things to think about: How will assessments accommodate the differences in the students? How are you planning for formal and informal assessments?

Activities/Procedures:
What will you and the students be doing during this lesson?
>> Opening Hook and Essential Question
>> How will you begin/introduce the lesson? How will prior learning be activated?

>> Activities
>> How will students' individual differences in rates of learning, styles of learning, interests, and needs be accommodated? Include activities for the auditory, visual, and kinesthetic learner.

>> Closure Answer the Essential Question
>> How will you review your lesson, summarize, and bring closure?

Accommodation:
Include how accommodations will be made for resource, ESL, and/or gifted students.
>> ESL
>> Special Education
>>>> Resource or inclusion
>>>> Physical Handicaps (visual, hearing, physical)
>>>> Resource
>>>> Speech and Language
>>>> Learning Disabilities (what areas)
>> Early Finishers

Materials: What resources/materials will be needed during this lesson?

Development of Critical Thinking and Problem Solving: Develop three or more questions on the upper levels of the Bloom's Taxonomy. Identify the level that corresponds to each question.

Lesson Plan Scoring Sheet

Candidate:……………………………Semester……………Subject……… Level...............

Assessment for Lesson Plans: <u>THE EFFECTIVE PRACTITIONER</u>

Criteria	Mastery 4	Accomplished 3	Developing 2	Beginning 1
1. Lesson Plans aligns to SC state standards. Standards are shown.				
2. Learning objectives are clear including EQ,				
3. Activities and procedures are evident, varied, and appropriate for all learners leading to EQ.				
4. Materials and content go beyond text and include contextual/authentic problems.				
5. Questioning and higher order thinking, DOK, and contextual/real world applications.				
6. Assessment is included and aligned to objectives /EQ/standards.				
7. Uses appropriate tools, resources, and technologies to enhance instruction.				
			TOTAL	

<u>Assessment for Reflections: THE LIFELONG LEARNER</u>

Criteria	Mastery 4	Accomplished 3	Developing 2	Beginning 1
Communication of students achievement				
Candidate analyzes results and impact on student learning.				
Identification of resources and plans to assist student understanding by explaining how to improve student learning.				
			TOTAL	

Comments: ....
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Evaluator:………………………………………………Date:…………………………Revised SP15
This form is for Junior Block 2 and Senior Block.

Lesson Plan Rubric

Effective Practitioner	Mastery 4	Accomplished 3	Developing 2	Beginning 1
1. Lesson Plans aligns to SC state standards. Standards are shown. CAEP 1.3, COE 1C, APS2, INT 1	SC standards are listed and accurate and applicable. Good alignment.	Standards are listed and are accurate and applicable.	Standards are listed and are accurate.	Standards are listed.
2. Learning objectives are clear including EQ, CAEP1.3, COE1C, APS 2, INT1	Objectives are written in behavior terms, are clear, include critical content and EQ.	Objectives are written in behavior terms, are clear, include critical content.	Objectives are written in behavior terms, are clear.	Objectives are written in behavior terms.
3. Activities and procedures are evident, varied, and appropriate for all learners leading to EQ. CAEP1.2, COE1D, APS 5, INT 3, DIV 1D	Activities and procedures are clear, varied, appropriate for developmental level and lead to EQ.	Activities and procedures are clear, varied, appropriate for developmental level.	Activities and procedures are clear, varied.	Activities and procedures are clear.
4. Materials and content go beyond text and include contextual/authentic problems. CAEP 1.4, COE 1F, APS 6, INT 4, DIV 1F, ISTE 1B	Materials and content are effective, help student learn, go beyond the text, and include authentic problems.	Materials and content are effective, help student learn, go beyond the text.	Materials and content are effective, help student learn,	Materials and content are effective,
5. Questioning and higher order thinking, DOK, and contextual/real world applications. CAEP 1.4 , COE 2B, APS 4, INT4	Candidate uses effective questioning, the questions lead to HOT, real world problems and DOK	Candidate uses effective questioning, the questions lead to HOT, real world problems	Candidate uses effective questioning, the questions lead to HOT,	Candidate uses effective questioning,
6. Assessment is included and aligned to objectives /EQ/standards. CAEP 1.2, COE 1C, APS 3, INT 8	An assessment or review is included, is appropriate, aligned to objectives and lead students back to EQs	An assessment or review is included, is appropriate, aligned to objectives	An assessment or review is included, is appropriate,	An assessment or review is included
7. Use appropriate tools, resources, and technologies to enhance instruction. CAEP 1.5, COE 3B, APS 5, INT 6, ISTE 2A	Candidate uses a variety of resources, tools, and technologies to enhance instruction. Candidate is fluent with resources and technology. Candidate deepens learning with a variety of resources.	Candidate uses a variety of resources, tools, and technologies to enhance instruction. Candidate is fluent with resources and technology.	Candidate uses a variety of resources, tools, and technologies to enhance instruction.	Candidate uses a few resources, tools, and technologies to enhance instruction.
Lifelong Learner	**Mastery 4**	**Accomplished 3**	**Developing 2**	**Beginning 1**
Communication of students achievement CAEP 1.2, COE 1B, APS 7, INT 6	Candidate can determine student achievement, communicate it to students, parents, colleagues, explain how to improve	Candidate can determine student achievement, communicate it to students, parents, colleagues,	Candidate can determine student achievement,	Candidate cannot determine student achievement
Candidate analyzes results and impact on student learning. CAEP 1.4, COE 3C, APS 7, INT 8, ISTE 2D	Candidates analyze results, identifies gaps in learning, knows how to communicate gaps	Candidates analyze results, identifies gaps in learning,	Candidates analyze results,	Candidate does not analyze results
Identification of resources and plans to assist student understanding by explaining how to improve student learning. CAEP 1.4, COE 3B, APS 7 INT 3, ISTE 2C	Candidate identifies gaps in learning, identifies resources, adjusts instruction, and works to help struggling students to improve.	Candidate identifies gaps in learning, identifies resources, adjusts instruction,	Candidate identifies gaps in learning, identifies resources,	Candidate identifies gaps in learning,

Lesson Plan Scoring Sheet

Candidate:……………………………………Semester……………Subject……… Level...............

Assessment for Lesson Plans: THE EFFECTIVE PRACTITIONER

Criteria	Mastery 4	Accomplished 3	Developing 2	Beginning 1
1. Lesson Plans aligns to SC state standards. Standards are shown.				
2. Learning objectives are clear including EQ,				
3. Activities and procedures are evident, varied, and appropriate for all learners leading to EQ.				
4. Materials and content go beyond text and include contextual/authentic problems.				
5. Questioning and higher order thinking, DOK, and contextual/real world applications.				
6. Assessment is included and aligned to objectives /EQ/standards.				
7. Uses appropriate tools, resources, and technologies to enhance instruction.				
			TOTAL	

Comments: ....
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 Evaluator:………………………………………………Date:………………………Revised SP15

Use the top portion of the rubric to assess Juniors in their first field placements in Junior Block 1. Thereafter, use the entire rubric and longer form including the reflections on lessons taught in the field experience.

English Language Arts: Comprehension Strategies

	Distinguished (4.000 pts)	Accomplished (3.000 pts)	Developing (2.000 pts)	Beginning (1.000 pt)
Communication(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students. Candidates use strong voice projection so that all students can hear and are motivated and engaged. Uses proper enunciation.	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students.	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, but may use some fillers such as uhm, like, you know.	Does not make eye contact with students, or use correct grammar. Does not include correct content vocabulary. Uses fillers such as uhm, like, you know.
Content(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Effectively teaches in-depth and at a challenging level one of the following comprehension strategies to help students construct meaning from texts: making inferences, monitoring/clarifying, identifying important information, generating and answering questions, summarizing, synthesizing, and evaluating. Uses correct terminology throughout the lesson.	Teaches one of the following comprehension strategies: making inferences, monitoring/clarifying, identifying important information, generating and answering questions, summarizing, synthesizing, and evaluating. Uses correct terminology throughout the lesson, but lesson is not taught at a challenging level in order for students to think critically about constructing meaning from text.	Teaches one of the following comprehension strategies: making inferences, monitoring/clarifying, identifying important information, generating and answering questions, summarizing, synthesizing, and evaluating. Does not use correct terminology throughout the lesson nor provide a challenging lesson for students to think critically about constructing meaning from text.	Teaches a comprehension lesson, but does not teach accurate nor effective use of any of the following comprehension strategies to help students construct meaning from texts: making inferences, monitoring/clarifying, identifying important information, generating and answering questions, summarizing, synthesizing, and evaluating. Does not use correct terminology throughout the lesson
Methodologies(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A	Refers to objectives and Essential Questions. Uses the Gradual Release of Responsibility model. Asks numerous higher level and depth of knowledge questions. Makes connections to other disciplines. Focuses on student discourse and collaborative learning opportunities. Differentiates instruction according to student needs.	Refers to objectives and Essential Questions. Uses the Gradual Release of Responsibility model. Asks some higher level and depth of knowledge questions. Makes connections to other disciplines. Focuses on student discourse and collaborative learning opportunities. Differentiates instruction according to student needs.	Refers to objectives and Essential Questions. Attempts to use the Gradual Release of Responsibility model. Asks a few higher level and depth of knowledge questions. Attempts to focus on student discourse and collaborative learning opportunities. Does not differentiate instruction according to student needs.	Refers to objectives and Essential Questions. Does not use the Gradual Release of Responsibility model. Asks few higher level and depth of knowledge questions. Student discourse is limited and there are no collaborative learning opportunities. Does not differentiate instruction according to student needs.
Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Paces lesson to maintain focused attention and maximize time on task. Is aware of the time needed to start,	Is aware of time needed to start, complete, and close the lesson, knows how to keep students on task, plans	Paces the lesson about right with some of the students completing the assignment in the required time.	Does not plan adequate time for the activity or plans too much time for the activity.

Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Paces lesson to maintain focused attention and maximize time on task. Is aware of the time needed to start, complete and bring closure to the lesson. Materials are organized and ready for the lesson. Plans for varied levels of competency and speed of students. Is prepared for early finishers and those who work at a slower pace. Uses wait time effectively. Pace is appropriate during whole group or small group. Closure includes some type of feedback or assessment to insure that learning took place.	Is aware of time needed to start, complete, and close the lesson, knows how to keep students on task, plans for varied levels of competency and speed of students.	Paces the lesson about right with some of the students completing the assignment in the required time.	Does not plan adequate time for the activity or plans too much time for the activity.
Instruction(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.3.A SC-NGU-COE-CF.1.C	Builds knowledge of comprehension strategies through modeling a strategy that helps students construct meaning with an appropriate text selection. Instruction is highly-interactive and students are given ample opportunities to practice the modeled strategy in an interactive manner, engaging with peers and appropriate text. Instruction includes ongoing formative assessment and instruction is modified when necessary.	Builds knowledge of comprehension strategies through modeling a strategy that helps students construct meaning with an appropriate text selection. Instruction is interactive and students are given the opportunity to practice the modeled strategy in an interactive manner. Instruction includes ongoing formative assessment.	Builds knowledge of comprehension strategies through modeling a strategy that helps students construct meaning. Instruction is not highly-interactive. Students are given a limited opportunity to practice the modeled strategy in an interactive manner. Instruction includes some formative assessment.	Does not effectively build understanding of a comprehension strategy. Instruction is weak--not interactive nor are students given the opportunity to practice the comprehension strategy. Instruction does not include ongoing formative assessment.
Application(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A	Develops experiences in which students demonstrate creativity and innovation, value communication and collaboration, conducts research and uses information, thinks critically, solves problems, and make decisions. Students produce a product using the information learned.	Provides instruction and opportunities to develop effective reading, writing and speaking skills to communicate knowledge, ideas, understanding, insights, feelings, and experiences in real life applications.	Provides instruction and opportunities to develop effective writing and speaking skills in at least one of the following: to communicate knowledge, ideas, understanding, insights, feelings, and experiences in real life applications.	Does not provide instruction or opportunities to develop effective reading, writing or speaking skills to communicate knowledge, ideas, understanding, insights, feelings, nor experiences in real life applications.
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C	Responds to students who have misconceptions, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention. Provides additional resources and opportunities to keep students on track to meet standards in Social Studies. Elaborates on student responses. Is respectful, fair, & impartial. Is enthusiastic about the topic. Interacts with students and encourages participation.	Responds to students who have misconceptions, error patterns, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.	Responds to students in at least one of the following cases: those who have misconceptions, error patterns, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.	Does not respond to students who have misconceptions, error patterns, missing background content, and find creative ways to engage all learners through equitable distribution of time or attention.

Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B	Fosters active engagement of all students. Students are engaged in the lesson during whole group, small group and independent work. Uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. Exhibits sensitivity to students' diversity including ELL, gender, exceptionalities, and creates a pro-active, nonthreatening learning environment.	Understands and uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.	Understands and uses at least one teaching strategy that encourages elementary students' development of critical thinking and problem solving.	Does not understand nor use a variety of teaching strategies that encourage elementary students' development of critical thinking or problem solving.
Instructional materials and technology(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.1.E	Candidates use multiple sources including electronic and non-electronic resources. Includes manipulatives and concrete technologies. Is familiar with a variety of resources and uses them to meet student learning needs. For example: manipulatives, activity sheets, flip charts, white board, student created material, textbook, video, websites, worksheets, software.	Uses multiple teaching strategies and technology.	Uses at least one teaching strategy and/or technology.	Does not use multiple teaching strategies nor technology.
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students. Uses a discipline plan that is effective. Tries to understand what students need to cooperate and learn. Transitions between tasks or locations are consistently orderly, smooth, and efficient.	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students.	Praises and corrects students in at least one of the following ways: in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students.	Does not praise nor correct students in order to motivate and encourage. Does not avoid embarrassing or intimidating students. Does not make sure that each student has an opportunity to learn. Does not create a safe environment to invite learning from all students.

English Language Arts: Comprehension Strategies

Candidate's Name: _____ Date:_____ Score:_____

School:_____ Grade level: _____Teacher:_____

Criteria	Distinguished (4)	Accomplished (3)	Developing (2)	Beginning (1)	Comments
Communication(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B					
Content(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Methodologies(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Instruction(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A					
Application(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C					
Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B					
Instructional Materials and Technology(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.1.E					
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C					

Comments:_____

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Evaluator:_____   Revised Fall 15

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English Language Arts: Word Work Strategies

	Distinguished (4.000 pts)	Accomplished (3.000 pts)	Developing (2.000 pts)	Beginning (1.000 pt)
Communication (1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students. Candidates use strong voice projection so that all students can hear and are motivated and engaged. Uses proper enunciation.	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students.	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, but may use some fillers such as uhm, like, you know.	Does not make eye contact with students, or use correct grammar. Does not include correct content vocabulary. Uses fillers such as uhm, like, you know.
Content (1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Accurately models, then teaches with high-interactivity one aspect of word work appropriate to the grade level or needs of one student or a small group of students: phonics knowledge (sound-letter relationship), or more advanced features of written language (word roots, prefixes, suffixes, compound words, synonyms, antonyms, homophones, or word derivations.	Accurately teaches one aspect of word work appropriate to the grade level or needs of one student or a small group of students: phonics knowledge (sound-letter relationship), or more advanced features of written language (word roots, prefixes, suffixes, compound words, synonyms, antonyms, homophones, or word derivations. Instruction is not highly-interactive.	Teaches an aspect of word work that is not appropriate to the grade level or needs of one student or a small group of students: phonics knowledge (sound-letter relationship), or more advanced features of written language (word roots, prefixes, suffixes, compound words, synonyms, antonyms, homophones, or word derivations.	Inaccurately teaches an aspect of word work: phonics knowledge (sound-letter relationship), or more advanced features of written language (word roots, prefixes, suffixes, compound words, synonyms, antonyms, homophones, or word derivations.
Methodologies (1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A	Refers to objectives and Essential Questions. Uses the Gradual Release of Responsibility model. Asks numerous higher level and depth of knowledge questions. Makes connections to other disciplines. Focuses on student discourse and collaborative learning opportunities. Differentiates instruction according to student needs.	Refers to objectives and Essential Questions. Uses the Gradual Release of Responsibility model. Asks some higher level and depth of knowledge questions. Makes connections to other disciplines. Focuses on student discourse and collaborative learning opportunities. Differentiates instruction according to student needs.	Refers to objectives and Essential Questions. Attempts to use the Gradual Release of Responsibility model. Asks a few higher level and depth of knowledge questions. Attempts to focus on student discourse and collaborative learning opportunities. Does not differentiate instruction according to student needs.	Refers to objectives and Essential Questions. Does not use the Gradual Release of Release of Responsibility model. Asks few higher level and depth of knowledge questions. Student discourse is limited and there are no collaborative learning opportunities. Does not differentiate instruction according to student needs.
Time and pacing (1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Paces lesson to maintain focused attention and maximize time on task. Is aware of the time needed to start, complete and bring closure to the	Is aware of time needed to start, complete, and close the lesson, knows how to keep students on task, plans for	Paces the lesson about right with some of the students completing the assignment in the required time.	Does not plan adequate time for the activity or plans too much time for the activity.

Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Paces lesson to maintain focused attention and maximize time on task. Is aware of the time needed to start, complete and bring closure to the lesson. Materials are organized and ready for the lesson. Plans for varied levels of competency and speed of students. Is prepared for early finishers and those who work at a slower pace. Uses wait time effectively. Pace is appropriate during whole group or small group. Closure includes some type of feedback or assessment to insure that learning took place.	Is aware of time needed to start, complete, and close the lesson, knows how to keep students on task, plans for varied levels of competency and speed of students.	Paces the lesson about right with some of the students completing the assignment in the required time.	Does not plan adequate time for the activity or plans too much time for the activity.
Instruction(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A	Builds knowledge of a word work strategy through the modeling of a grade level/small group/individualized appropriate word work skill through a hands-on activity. Instruction is highly-interactive and students are given ample opportunities to practice the modeled strategy in an interactive and collaborative manner. Instruction includes ongoing formative assessment and instruction is modified when necessary.	Builds knowledge of a word work strategy through the modeling of a grade level/small group/individualized appropriate word work skill through a hands-on activity. Instruction is interactive and students are given ample opportunities to practice the modeled strategy in an interactive and collaborative manner. Instruction includes ongoing formative assessment, but instruction is not modified when necessary.	Attempts to build knowledge of a word work strategy without adequate modeling. Instruction is not interactive and students are not given ample opportunities to practice the modeled strategy in an interactive and collaborative manner. Instruction includes weak formative assessment.	Does not adequately build knowledge of a word work strategy. Instruction is not interactive nor are students given ample opportunities to practice the strategy in an interactive and collaborative manner. Instruction does not include formative assessment.
Application(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A	Develops experiences in which students demonstrate creativity and innovation, value communication and collaboration, conducts research and uses information, thinks critically, solves problems, and make decisions. Students produce a product using the information learned.	Provides instruction and opportunities to develop effective reading, writing and speaking skills to communicate knowledge, ideas, understanding, insights, feelings, and experiences in real life applications.	Provides instruction and opportunities to develop effective writing and speaking skills in at least one of the following: to communicate knowledge, ideas, understanding, insights, feelings, and experiences in real life applications.	Does not provide instruction or opportunities to develop effective reading, writing or speaking skills to communicate knowledge, ideas, understanding, insights, feelings, nor experiences in real life applications.
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C	Responds to students who have misconceptions, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention. Provides additional resources and opportunities to keep students on track to meet standards in Social Studies. Elaborates on student responses. Is respectful, fair, & impartial. Is enthusiastic about the topic. Interacts with students and encourages participation.	Responds to students who have misconceptions, error patterns, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.	Responds to students in at least one of the following cases: those who have misconceptions, error patterns, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.	Does not respond to students who have misconceptions, error patterns, missing background content, and find creative ways to engage all learners through equitable distribution of time or attention.

Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B	Fosters active engagement of all students. Students are engaged in the lesson during whole group, small group and independent work. Uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. Exhibits sensitivity to students' diversity including ELL, gender, exceptionalities, and creates a pro-active, nonthreatening learning environment.	Understands and uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.	Understands and uses at least one teaching strategy that encourages elementary students' development of critical thinking and problem solving.	Does not understand nor use a variety of teaching strategies that encourage elementary students' development of critical thinking or problem solving.
Instructional Materials and technology(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.1.E	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students. Uses a discipline plan that is effective. Tries to understand what students need to cooperate and learn. Transitions between tasks or locations are consistently orderly, smooth, and efficient.	Uses multiple teaching strategies and technology.	Uses at least one teaching strategy and/or technology.	Does not use multiple teaching strategies nor technology.
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C	Candidates use multiple sources including electronic and non-electronic resources. Includes manipulatives and concrete technologies. Is familiar with a variety of resources and uses them to meet student learning needs. For example: manipulatives, activity sheets, flip charts, white board, student created material, textbook, video, websites, worksheets, software.	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students.	Praises and corrects students in at least one of the following ways: in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students.	Does not praise nor correct students in order to motivate and encourage. Does not avoid embarrassing or intimidating students. Does not make sure that each student has an opportunity to learn. Does not create a safe environment to invite learning from all students.

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English Language Arts: Word Work Strategies

Candidate's Name: _____ Date:_____ Score:_____
School:_____ Grade level: _____Teacher:_____

Criteria	Distinguished (4)	Accomplished (3)	Developing (2)	Beginning (1)	Comments
Communication(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B					
Content(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Methodologies(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Instruction(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A					
Application(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C					
Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B					
Instructional Materials and Technology(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.1.E					
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C					

Comments:_____
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Evaluator:_____   Revised Fall 15

English Language Arts: Fluency Strategies

	Distinguished (4.000 pts)	Accomplished (3.000 pts)	Developing (2.000 pts)	Beginning (1.000 pt)
Communication(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students. Candidates use strong voice projection so that all students can hear and are motivated and engaged. Uses proper enunciation.	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students.	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, but may use some fillers such as uhm, like, you know..	Does not make eye contact with students, or use correct grammar. Does not include correct content vocabulary. Uses fillers such as uhm, like, you know.
Content(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Teaches accurate and appropriate content to promote students' ability to read fluently. Teaches and models components of oral reading fluency: expression, accuracy, intonation, and phrasing	Teaches and models three of the following components of oral reading fluency: expression, accuracy, intonation, and phrasing.	Teaches and models two of the following components of oral reading fluency: expression, accuracy, intonation, and phrasing.	Teaches and models one of the following components of oral reading fluency: expression, accuracy, intonation, and phrasing.
Methodologies(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A	Differentiates instruction according to student needs. Asks higher level and depth of knowledge questions. Makes connections to other disciplines. Focuses on student discourse and collaborative learning opportunities. Refers to objectives, EQs and essential understanding in ELA.	Uses a variety of approaches to learning such as phonics, context reading, reading text that has meaning for students, many reading, writing, and listening experiences, self-monitoring, exploration of the different types of reading, writing, and speaking for different audiences/situations.	Uses at least one approach to learning such as phonics, context reading, reading text that has meaning for students, many reading, writing, and listening experiences, self-monitoring, exploration of the different types of reading, writing, and speaking for different audiences/situations.	Does not use a variety of approaches to learning such as phonics, context reading, reading text that has meaning for students, many reading, writing, nor listening experiences, self-monitoring, exploration of the different types of reading, writing, and speaking for different audiences/situations.
Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Paces lesson to maintain focused attention and maximize time on task. Is aware of the time needed to start, complete and bring closure to the lesson. Materials are organized and ready for the lesson. Plans for varied levels of competency and speed of students. Is prepared for early finishers and those who work at a slower pace. Uses wait time effectively.	Is aware of time needed to start, complete, and close the lesson, knows how to keep students on task, plans for varied levels of competency and speed of students.	Paces the lesson about right with some of the students completing the assignment in the required time.	Does not plan adequate time for the activity or plans too much time for the activity.

Instruction(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A	Builds knowledge by organizing, using, modeling, and teaching students to use a variety of resources such as Reader's Theater or other dramatic readings, repeated readings, Fluency Rating Scales, including technology-based fluency applications. Instruction is interactive.	Is familiar with, able to use, and build knowledge by organizing, using, modeling, and teaching students to use a variety of resources such as Reader's Theater or other dramatic readings, repeated readings, and Fluency Rating Scales. Instruction is interactive, but does not include a fluency-based technology application.	Is familiar with, able to use, and recommend to students at least one of the following fluency-building resources: Reader's Theater or other dramatic readings, repeated readings, or Fluency Rating Scales. Instruction is interactive, but does not include a fluency-based technology application.	Is not familiar with, able to use, nor recommend to students any of the following fluency-building resources: Reader's Theater or other dramatic readings, repeated readings, or Fluency Rating Scales.
Application(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A	Develops experiences in which students demonstrate creativity and innovation, value communication and collaboration, conducts research and uses information, thinks critically, solves problems, and make decisions. Students produce a product using the information learned.	Provides instruction and opportunities to develop effective reading, writing and speaking skills to communicate knowledge, ideas, understanding, insights, feelings, and experiences in real life applications.	Provides instruction and opportunities to develop effective writing and speaking skills in at least one of the following: to communicate knowledge, ideas, understanding, insights, feelings, and experiences in real life applications.	Does not provide instruction or opportunities to develop effective reading, writing or speaking skills to communicate knowledge, ideas, understanding, insights, feelings, nor experiences in real life applications.
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C	Responds to students who have misconceptions, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention. Provides additional resources and opportunities to keep students on track to meet standards in ELA. Elaborates on student responses. Is respectful, fair, & impartial. Is enthusiastic about the topic. Interacts with students and encourages participation.	Responds to students who have misconceptions, error patterns, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.	Responds to students in at least one of the following cases: those who have misconceptions, error patterns, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.	Does not respond to students who have misconceptions, error patterns, missing background content, and find creative ways to engage all learners through equitable distribution of time or attention.
Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B	Fosters active engagement of all students. Students are engaged in the lesson during whole group, small group and independent work. Uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. Exhibits sensitivity to students' diversity including ELL, gender, exceptionalities, and creates a pro-active, nonthreatening learning environment.	Understands and uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.	Understands and uses at least one teaching strategy that encourages elementary students' development of critical thinking and problem solving.	Does not understand nor use a variety of teaching strategies that encourage elementary students' development of critical thinking or problem solving.

Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B	Fosters active engagement of all students. Students are engaged in the lesson during whole group, small group and independent work. Uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. Exhibits sensitivity to students' diversity including ELL, gender, exceptionalities, and creates a pro-active, nonthreatening learning environment.	Understands and uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.	Understands and uses at least one teaching strategy that encourages elementary students' development of critical thinking and problem solving.	Does not understand nor use a variety of teaching strategies that encourage elementary students' development of critical thinking or problem solving.
Instructional Materials and technology(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.1.E	Candidates use multiple sources including electronic and non-electronic resources. Includes manipulatives and concrete technologies. Is familiar with a variety of resources and uses them to meet student learning needs. For example: manipulatives, activity sheets, flip charts, white board, student created material, textbook, video, websites, worksheets, software.	Uses multiple teaching strategies and technology.	Uses at least one teaching strategy and/or technology.	Does not use multiple teaching strategies nor technology.
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students. Uses a discipline plan that is effective. Tries to understand what students need to cooperate and learn. Transitions between tasks or locations are consistently orderly, smooth, and efficient.	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students.	Praises and corrects students in at least one of the following ways: in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students.	Does not praise nor correct students in order to motivate and encourage. Does not avoid embarrassing or intimidating students. Does not make sure that each student has an opportunity to learn. Does not create a safe environment to invite learning from all students.

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English Language Arts: Fluency Strategies

Candidate's Name: _____ Date:_____ Score:_____

School:_____ Grade level: _____Teacher:_____

Criteria	Distinguished (4)	Accomplished (3)	Developing (2)	Beginning (1)	Comments
Communication(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B					
Content(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Methodologies(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Instruction(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A					
Application(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C					
Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B					
Instructional Materials and Technology(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.1.E					
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C					

Comments:_____
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Evaluator:_____   Revised Fall 15

English Language Arts: Writing Strategies

	Distinguished (4.000 pts)	**Accomplished** (3.000 pts)	**Developing** (2.000 pts)	**Beginning** (1.000 pt)
Communication (1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students. Candidates use strong voice projection so that all students can hear and are motivated and engaged. Uses proper enunciation.	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students.	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, but may use some fillers such as uhm, like, you know.	Does not make eye contact with students, or use correct grammar. Does not include correct content vocabulary. Uses fillers such as uhm, like, you know..
Content (1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Builds knowledge of the writing process through grade appropriate/differentiated writing instruction. Lesson clearly focuses on one type of writing instruction: Shared Writing, Guided Writing, or Independent Writing. Content is connected to state standards and directly relates to a content area.	Builds knowledge of the writing process through grade appropriate/differentiated writing instruction. Lesson clearly focuses on one type of writing instruction: Shared Writing, Guided Writing, or Independent Writing. Content is connected to state standards but does not directly relate to a content area.	Attempts to build knowledge of the writing process through grade appropriate/differentiated writing instruction. Lesson does not clearly focus on one type of writing instruction: Shared Writing, Guided Writing, or Independent Writing.	Attempts to build knowledge of the writing process. Content is not grade appropriate or differentiated according to the needs of the learner(s).
Methodologies (1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A	Refers to objectives and Essential Questions. Uses the Gradual Release of Responsibility model. Asks numerous higher level and depth of knowledge questions. Makes connections to other disciplines. Focuses on student discourse and collaborative learning opportunities. Differentiates instruction according to student needs.	Refers to objectives and Essential Questions. Uses the Gradual Release of Responsibility model. Asks some higher level and depth of knowledge questions. Makes connections to other disciplines. Focuses on student discourse and collaborative learning opportunities. Differentiates instruction according to student needs.	Refers to objectives and Essential Questions. Attempts to use the Gradual Release of Responsibility model. Asks a few higher level and depth of knowledge questions. Attempts to focus on student discourse and collaborative learning opportunities. Does not differentiate instruction according to student needs.	Refers to objectives and Essential Questions. Does not use the Gradual Release of Release of Responsibility model. Asks few higher level and depth of knowledge questions. Student discourse is limited and there are no collaborative learning opportunities. Does not differentiate instruction according to student needs.
Time and pacing (1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Paces lesson to maintain focused attention and maximize time on task. Is aware of the time needed to start, complete and bring closure to the lesson. Materials are organized and	Is aware of time needed to start, complete, and close the lesson, knows how to keep students on task, plans for varied levels of competency and speed of students.	Paces the lesson about right with some of the students completing the assignment in the required time.	Does not plan adequate time for the activity or plans too much time for the activity.

Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Paces lesson to maintain focused attention and maximize time on task. Is aware of the time needed to start, complete and bring closure to the lesson. Materials are organized and ready for the lesson. Plans for varied levels of competency and speed of students. Is prepared for early finishers and those who work at a slower pace. Uses wait time effectively. Pace is appropriate during whole group or small group. Closure includes some type of feedback or assessment to insure that learning took place.	Is aware of time needed to start, complete, and close the lesson, knows how to keep students on task, plans for varied levels of competency and speed of students.	Paces the lesson about right with some of the students completing the assignment in the required time.	Does not plan adequate time for the activity or plans too much time for the activity.
Instruction(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A	Builds knowledge of grade appropriate/differentiated writing (Shared, Guided, or Independent) through strong scaffolding of instruction (prompting, demonstrating, modeling, praising, describing strategies, offering feedback).	Builds knowledge of grade appropriate/differentiated writing (Shared, Guided, or Independent). Strong scaffolding of instruction (prompting, demonstrating, modeling, praising, describing strategies, offering feedback) is evident in most areas.	Attempts to build knowledge of grade appropriate/differentiated writing (Shared, Guided, or Independent). Strong scaffolding of instruction (prompting, demonstrating, modeling, praising, describing strategies, offering feedback) is evident in 2-3 areas.	Demonstrates a weak attempt to build knowledge of grade appropriate/differentiated writing (Shared, Guided, or Independent). Scaffolding of instruction (prompting, demonstrating, modeling, praising, describing strategies, offering feedback) is not evident.
Application(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A	Develops experiences in which students demonstrate creativity and innovation, value communication and collaboration, conducts research and uses information, thinks critically, solves problems, and make decisions. Students produce a product using the information learned.	Provides instruction and opportunities to develop effective reading, writing and speaking skills to communicate knowledge, ideas, understanding, insights, feelings, and experiences in real life applications.	Provides instruction and opportunities to develop effective writing and speaking skills in at least one of the following: to communicate knowledge, ideas, understanding, insights, feelings, and experiences in real life applications.	Does not provide instruction or opportunities to develop effective reading, writing or speaking skills to communicate knowledge, ideas, understanding, insights, feelings, nor experiences in real life applications.
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C	Responds to students who have misconceptions, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention. Provides additional resources and opportunities to keep students on track to meet standards in Social Studies. Elaborates on student responses. Is respectful, fair, & impartial. Is enthusiastic about the topic. Interacts with students and encourages participation.	Responds to students who have misconceptions, error patterns, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.	Responds to students in at least one of the following cases: those who have misconceptions, error patterns, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.	Does not respond to students who have misconceptions, error patterns, missing background content, and find creative ways to engage all learners through equitable distribution of time or attention

Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B	Fosters active engagement of all students. Students are engaged in the lesson during whole group, small group and independent work. Uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. Exhibits sensitivity to students' diversity including ELL, gender, exceptionalities, and creates a pro-active, nonthreatening learning environment.	Understands and uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.	Understands and uses at least one teaching strategy that encourages elementary students' development of critical thinking and problem solving.	Does not understand nor use a variety of teaching strategies that encourage elementary students' development of critical thinking or problem solving.
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students. Uses a discipline plan that is effective. Tries to understand what students need to cooperate and learn. Transitions between tasks or locations are consistently orderly, smooth, and efficient.	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students.	Praises and corrects students in at least one of the following ways: in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students.	Does not praise nor correct students in order to motivate and encourage. Does not avoid embarrassing or intimidating students. Does not make sure that each student has an opportunity to learn. Does not create a safe environment to invite learning from all students.
Instructional Materials and technology(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.1.E	Candidates use multiple sources including electronic and non-electronic resources. Includes manipulatives and concrete technologies. Is familiar with a variety of resources and uses them to meet student learning needs. For example: manipulatives, activity sheets, flip charts, white board, student created material, textbook, video, websites, worksheets, software.	Uses multiple teaching strategies and technology.	Uses at least one teaching strategy and/or technology.	Does not use multiple teaching strategies nor technology.

English Language Arts: Writing Strategies

Candidate's Name: _____ Date:_____ Score:_____

School:_____ Grade level: _____Teacher:_____

Criteria	Distinguished (4)	Accomplished (3)	Developing (2)	Beginning (1)	Comments
Communication(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B					
Content(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Methodologies(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Instruction(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A					
Application(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C					
Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B					
Instructional Materials and Technology(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.1.E					
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C					

Comments:_____
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Evaluator:_____   Revised Fall 15

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ELED Social Studies

	Distinguished (4.000 pts)	Accomplished (3.000 pts)	Developing (2.000 pts)	Beginning (1.000 pt)
Communication (1.000, 10%) ACEI-2007.2.4 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B	Makes eye contact with students, uses correct grammar,uses correct content vocabulary, and articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students. Candidates use strong voice projection so that all students can hear and are motivated and engaged. Uses proper enunciation.	Makes eye contact with students, uses correct grammar,uses correct content vocabulary, and articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students.	Makes eye contact with students, uses correct grammar,uses correct content vocabulary, but may use some fillers such as uhm, like, you know.	Does not make eye contact with students, or use correct grammar. Does not include correct content vocabulary. Uses fillers such as uhm, like, you know.
Content (1.000, 10%) ACEI-2007.2.4 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Teaches accurate and appropriate content across the disciplines of history, social sciences, geography, economics, civics, and governance to promote students' abilities to make informed decisions as citizens in a culturally diverse democratic society and interdependent world.. Uses appropriate concrete examples. Connects to prior learning and makes application to real world contexts.	Teaches accurate content across disciplines of history, social sciences, geography, economics, and civics and governance to promote students' abilities to make informed decisions as citizens in a culturally diverse democratic society and interdependent world.	Usually teaches accurate content across disciplines of history, social sciences, geography, economics, and civics and governance to promote students' abilities to make informed decisions as citizens in a culturally diverse democratic society and interdependent world.	Does not teach accurate content across disciplines of history, social sciences, geography, economics, nor civics or governance to promote students' abilities to make informed decisions as citizens in a culturally diverse democratic society and interdependent world.
methodologies (1.000, 10%) ACEI-2007.2.4 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A SC-NGU-Diversity .Outcome 1: F	Differentiates instruction according to student needs. Asks higher level and depth of knowledge questions. Makes connections to other disciplines. Focuses on student discourse and collaborative learning opportunities. Refers to objectives, EQs and essential understanding in social studies.	Uses technology effectively and productively, a variety of integrated methods, inquiry, gathering data, drawing conclusions, and activating students' prior knowledge to build background knowledge.	Uses two or three of the following approaches to build background knowledge: effective and productive use of technology, integrated methods, inquiry, gathering data, drawing conclusions, and activating students' prior knowledge.	Does not use technology effectively and productively a variety of integrated methods, inquiry, gathering data, drawing conclusions, nor activating students' prior knowledge to build background knowledge.
Time and pacing (1.000, 10%) ACEI-2007.2.4 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A SC-NGU-Diversity .Outcome 1: F	Paces lesson to maintain focused attention and maximize time on task. Is aware of the time needed to start, complete and bring closure to the lesson. Materials are organized and ready for the lesson. Plans for varied levels of competency and speed of students. Is prepared for early finishers and those who work at a slower pace. Uses wait time effectively. Pace is appropriate during whole group or small group. Closure includes some type of feedback or assessment to insure that learning took place.	Paces lesson to maintain focused attention and maximize time on task. Is aware of the time needed to start, complete, and bring closure to the lesson. Knows how to keep students on task, plans for varied levels of competency and speed of students.Materials are organized and ready for the lesson.	Paces the lesson about right with some of the students completing the assignment in the required time. Materials are not organized and ready.	Does not plan adequate time for the activity or plans too much time for the activity. Students are not on task.

Instruction(1.000, 10%) ACEI-2007.2.4 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A	Builds knowledge by organizing, using, and teaching students to use a variety of resources such as primary and secondary sources, maps, statistical data, literature, hands-on materials, and technology-based information. Instruction is interactive.	Builds knowledge through at least two of the following: organizing, using, and teaching students to use a variety of resources such as primary and secondary sources, maps, statistical data, literature, hands-on materials, and technology-based information.	Builds knowledge through at least one of the following: organizing, using, and teaching students to use a variety of resources such as primary and secondary sources, maps, statistical data, literature, hands-on materials, and technology-based information.	Does not organize, use, nor teach students to use a variety of resources suc as primary and secondary sources, maps, statistical data, literature, hands-on materials, or technology-based information.
Application(1.000, 10%) ACEI-2007.2.4 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A	Develops experiences in which students demonstrate creativity and innovation, value communication and collaboration, conducts research and uses information, thinks critically, solves problems, and make decisions. Students produce a product using the information learned.	Develops experiences in which students demonstrate creativity and innovation, value communication and collaboration, conducts research and uses information, think critically, solve problems, and make decisions.	Develops experiences in at least one of the following: demonstrates creativity and innovation, values communication and collaboration, conducts research and uses information, thinks critically, solve problems, and makes decisions.	Does not develop experiences in which students demonstrate creativity or innovation, value communication or collaboration, conduct research or use information, think critically solve problems, nor make decisions.
Responsive / Rapport(1.000, 10%) ACEI-2007.2.4 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C SC-NGU-Diversity .Outcome 2: D	Responds to students who have misconceptions, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention. Provides additional resources and opportunities to keep students on tract to meet standards in Social Studies. Elaborates on student responses. Is respectful, fair and impartial. Provides feedback. Interacts with students and encourages participation. Is enthusiastic about the topic.	Responds to students who have misconceptions, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention. Provides some feedback.	Responds to students in at least one of the following cases: those who have misconceptions, error patterns, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.	Does not respond to students who have misconceptions, error patterns, missing background content, nor find ways to engage all learners through equitable distribution of time or attention.
Engages students(1.000, 10%) ACEI-2007.2.4 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B SC-NGU-Diversity .Outcome 2: B	Fosters active engagement of all students. Students are engaged in the lesson during whole group, small group and independent work. Uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. Exhibits sensitivity to students' diversity including ELL, gender, exceptionalities, and creates a pro-active, nonthreatening learning environment.	Fosters active engagement of all students. Students are engaged in the lesson during whole group, small group and independent work.Understands and uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.	Fosters active engagement of most students. Students are engaged in the lesson during whole group, small group or independent work. Understands and uses at least one teaching strategy that encourages elementary students' development of critical thinking and problem solving.	Does not actively engage students. Does not understand nor uses a variety of teaching strategies that encourage elementary students' development of critical thinking or problem solving.

Instructional Materials and Technologies(1.000, 10%) ACEI-2007.2.4 SC-ADEPT-06.5.B SC-NGU-COE-CF.1.E	Candidates use multiple sources including electronic and non-electronic resources. Includes manipulatives and concrete technologies. Is familiar with a variety of resources and uses them to meet student learning needs. For example: manipulatives, activity sheets, flip charts, white board, student created material, textbook, video, websites, worksheets, software.	Uses multiple teaching strategies and technology.	Uses at least one teaching strategy and/or technology.	Does not use multiple teaching strategies and /or technology.
Classroom Management(1.000, 10%) ACEI-2007.2.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C SC-NGU-Diversity .Outcome 2: C	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students. Uses a discipline plan that is effective. Tries to understand what students need to cooperate and learn. Transitions between tasks or locations are consistently orderly, smooth, and efficient.	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from students.	Praises and corrects some students in the following ways: motivates and encourages, does not embarrass or intimidate students, makes sure that each student has an opportunity to learn, creates a safe environment to invite learning from some students.	Does not praise of correct students in order to motivate and encourage. Does not avoid embarrassing or intimidating students.Does not make sure that each student has an opportunity to learn. Does not create a safe environment to invite learning from students.

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ELED Social Studies

Candidate's Name: _____ Date:_____ Score:_____

School:_____ Grade level: _____Teacher:_____

Criteria	Distinguished (4)	Accomplished (3)	Developing (2)	Beginning (1)	Comments
Communication(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B					
Content(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Methodologies(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Instruction(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A					
Application(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C					
Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B					
Instructional Materials and technology(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.1.E					
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C					

Comments:_____
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Evaluator:_____   Revised Fall 15

ELED Science

	Distinguished (4.000 pts)	Accomplished (3.000 pts)	Developing (2.000 pts)	Beginning (1.000 pt)
Communication(1.000, 10%) ACEI-2007.2.2 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B	Uses correct grammar, content vocabulary, and specialized scientific terminology, is articulate and avoids fillers such as uhm, like, you know. Is articulate and able to keep students engaged in learning. Communicates on students' developmental level, but challenges them to go further.	Uses correct grammar, content vocabulary, and specialized scientific terminology, is articulate and avoids fillers such as uhm, like, you know.	Usually uses correct grammar, content vocabulary, and specialized scientific terminology, but uses some fillers such as uhm, like, you know.	Does not use correct grammar, content vocabulary nor specialized scientific terminology, articulate and uses fillers such as uhm, like you know.
Content(1.000, 10%) ACEI-2007.2.2 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Teaches accurate content, safety and scientific inquiry across all science disciplines including physical, life, earth, and space sciences. Demonstrates a deep understanding of the processes, techniques, and approaches of the study of science.	Teaches accurate content, safety and scientific inquiry across all science disciplines including physical, life, earth, and space sciences.	Teaches accurate content, safety and scientific inquiry across all science disciplines including at least one of the following: physical, life, earth, and space sciences.	Does not teach accurate content, safety, or scientific inquiry across all science disciplines including physical life, earth, nor space sciences.
Methodologies(1.000, 10%) ACEI-2007.2.2 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Uses a variety of models, methods, and disciplines such as scientific method, technology, experimentation, inquiry, Plans lessons that engage students in exploration and building knowledge through inquiry. Focuses on hands-on activities that create deeper understandings.	Uses a variety of models, methods, and disciplines such as scientific method, technology, experimentation, inquiry, investigations, gathering data, drawing conclusions, and building arguments.	Uses a variety of models, methods, and disciplines including at least one of the following: such as scientific method, technology, experimentation, inquiry, investigations, gathering data, drawing conclusions, and building arguments.	Does not use a variety of models, methods, and disciplines such as scientific method, technology, experimentation, inquiry, investigations, gathering data, drawing conclusions, nor building arguments.
Time and pacing(1.000, 10%) ACEI-2007.2.2 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A SC-NGU-COE-CF.1.F	Is aware of the time needed to start, complete and wrap- up activity, knows how to keep students on task, plans for varied levels of competency and speed of students. Includes routines that insure smooth and efficient transitions.	Is aware of the time needed to start, complete and wrap- up activity, knows how to keep students on task, plans for varied levels of competency and speed of students.	Paces the lesson about right with most students completing the assignment in the required time.	Does not plan adequate time for activity or plans too much time for the activity.

Builds knowledge(1.000, 10%) ACEI-2007.2.2 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A	Through an age appropriate inquiry lesson the candidate builds the students' understanding and knowledge of the nature of science. Utilizes approaches where students demonstrate knowledge such as expert projects or science fair projects.	Through an age appropriate inquiry lesson the candidate builds the students' understanding and knowledge of the nature of science.	Through an age appropriate lesson, but not an inquiry lesson by design, the candidate builds the students' understanding and knowledge of the nature of science.	The lesson does not build the students' understanding and knowledge of the nature of science.
Application(1.000, 10%) ACEI-2007.2.2 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A	Builds on students prior knowledge and understanding in order for personal and social applications such as personal health and safety, improvement of the environment, acting responsibly, ethical judgments about science, and improvement of society. Brings in real world problems and demonstrates how science can lead to solving problems and improving the environment.	Builds on students prior knowledge and understanding in order for personal and social applications such as personal health and safety, improvement of the environment, acting responsibly, ethical judgments about science, and improvement of society.	Builds on students prior knowledge and understanding in order for personal and social applications in at least one of the following applications: as personal health and safety, improvement of the environment, acting responsibly, ethical judgments about science, and improvement of society.	Does not build on students prior knowledge and understanding in order for personal and social applications such as personal health and safety, improvement of the environment, acting responsibly, ethical judgments about science, nor the improvement of society.
Responsive(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C	Responds to students who have misconceptions, naive theories, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention. Responds to student natural curiosity and leads them to greater understandings of science.	Responds to students who have misconceptions, naive theories, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.	Responds to studentsin at least one of the following cases: misconceptions, naive theories, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.	Does not respond to students who have misconceptions, naive theories, missing background content, nor find creative ways to engage all learners through equitable distribution of time and attention.
Engages(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.4.B SC-NGU-COE-CF.2.B	Understands and uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. Uses project based strategies applied to real world settings. Students are engaged in their own inquiries.	Understands and uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.	Understands and uses at least one teaching strategy that encourages elementary students' development of critical thinking and problem solving.	Does not understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.

Instructional materials and technologies(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.3.C	Uses technology in a variety of ways such as maintaining assessments, demonstrating scientific representations, using appropriate software programs, to communicate with students and families, to enhance scientific understanding, and for professional growth and development. Utilizes a variety of materials and technologies to enhance science. Students explore in real and virtual contexts scientific topics.	Uses technology in a variety of ways such as maintaining assessments, demonstrating scientific representations, using appropriate software programs, to communicate with students and families, to enhance scientific understanding, and for professional growth and development.	Uses technology in at least two ways such as maintaining assessments, demonstrating scientific representations, using appropriate software programs, to communicate with students and families, to enhance scientific understanding, and for professional growth and development.	Does not use technology in a variety of ways such as maintaining assessments, demonstrating scientific representations, using appropriate software programs, to communicate with students and families, to enhance scientific understanding, nor for professional growth and development.
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn.Creates a safe environment to invite learning from all students. Works to help students self-regulate. Uses an effective classroom management plan and adjusts as necessary.	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn.Creates a safe environment to invite learning from all students.	Praises and corrects students in at least two of the following ways: in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn.Creates a safe environment to invite learning from all students.	Does not praise of correct students in order to motivate and encourage. Does not avoid embarrassing or intimidating students.Does not make sure that each student has an opportunity to learn.Does not create a safe environment to invite learning from all students.

ELED Science

Candidate's Name: _____ Date:_____ Score:_____

School:_____ Grade level: _____Teacher:_____

Criteria	Distinguished (4)	Accomplished (3)	Developing (2)	Beginning (1)	Comments
Communication(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B					
Content(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Methodologies(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Instruction(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A					
Application(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C					
Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B					
Instructional Materials and technology(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.1.E					
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C					

Comments:_____
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Evaluator:_____   Revised Fall 15

ELED Math

	Distinguished (4.000 pts)	Accomplished (3.000 pts)	Developing (2.000 pts)	Beginning (1.000 pt)
Communication (1.000, 10%) ACEI-2007.2.3 SC-ADEPT-06.10.C SC-NGU-COE-CF-sp14.1.B	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and specialized mathematical symbols, articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students. Candidates use strong voice projection so that all students can hear and are motivated and engaged. Uses proper enunciation.	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and specialized mathematical symbols, articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students.	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and specialized mathematical symbols, articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students.	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and specialized mathematical symbols, articulates and avoids fillers such as uhm, like, you know.
Content (1.000, 10%) ACEI-2007.2.3 SC-ADEPT-06.6.A SC-NGU-COE-CF-sp14.1.A	Teaches accurate and appropriate content and processes in mathematics. Uses appropriate concrete examples. Makes connections in mathematics and to other content areas. Connects to prior learning and makes application to real world contexts.	Teaches accurate and appropriate content and processes in mathematics. Uses appropriate concrete examples. Makes connections in mathematics and to other content areas.	Teaches accurate and appropriate content and processes in mathematics. Uses some appropriate concrete examples.	Does not teach accurate and appropriate content and processes in mathematics nor use appropriate concrete examples nor make connections in mathematics and to other content areas.
Methodologies (1.000, 10%) ACEI-2007.2.3 SC-ADEPT-06.5.A SC-NGU-COE-CF-sp14.1.F SC-NGU-Diversity .Outcome 1: F	Differentiates instruction according to student needs. Asks higher level and depth of knowledge questions. Models mathematical representations, problem solving, reasoning and proof, and makes connections to other disciplines. Focuses on student discourse and collaborative learning opportunities. Refers to objectives, EQs and essential mathematics.	Differentiates instruction according to student needs. Asks higher level and depth of knowledge questions. Models mathematical representations, problem solving, reasoning and proof, and makes connections to other disciplines. Focuses on student discourse and collaborative learning opportunities.	Differentiates instruction according to student needs. Asks higher level and depth of knowledge questions. Models mathematical representations, problem solving, reasoning and proof, and makes connections to other disciplines.	Differentiates instruction according to student needs. Asks higher level and depth of knowledge questions.

Time and pacing(1.000, 10%) ACEI-2007.2.3 SC-ADEPT-06.6.A SC-NGU-COE-CF-sp14.1.F	Paces lesson to maintain focused attention and maximize time on task. Materials organized and ready for the lesson. Is aware of the time needed to start, complete and closure, plans for varied levels of competency and speed of students. Is prepared for early finishers and those who work at a slower pace. Uses wait time effectively. Pace is appropriate during whole group or small group. Closure includes some type of feedback or assessment to insure that learning took place.	Paces lesson to maintain focused attention and maximize time on task. Materials organized and ready for the lesson. Is aware of the time needed to start, complete and closure, plans for varied levels of competency and speed of students. Is prepared for early finishers and those who work at a slower pace. Uses wait time effectively. Pace is appropriate during whole group or small group.	Paces lesson to maintain focused attention and maximize time on task. Materials organized and ready for the lesson. Is aware of the time needed to start, complete and closure, plans for varied levels of competency and speed of students. Is prepared for early finishers and those who work at a slower pace. Uses wait time effectively.	Paces lesson to maintain focused attention and maximize time on task. Materials organized and ready for the lesson. Is aware of the time needed to start, complete and closure, plans for varied levels of competency and speed of students. Is prepared for early finishers and those who work at a slower pace.
Math fluency(1.000, 10%) ACEI-2007.2.3 SC-ADEPT-06.6.B SC-NGU-COE-CF-sp14.1.A	Enhances computational fluency of four basic operations, working with whole numbers, fractions, decimals, percent, and their relationships. Utilizes technology and other means to increase efficiency and conceptual understanding for students.	Enhances computational fluency of four basic operations, working with whole numbers, fractions, decimals, percent, and their relationships.	Enhances computational fluency of at least three of the following: four basic operations, working with whole numbers, fractions, decimals, percent, and their relationships.	Enhances computational fluency of at least two of the following: four basic operations, working with whole numbers, fractions, decimals, percent, and their relationships.
Application(1.000, 10%) ACEI-2007.2.3 SC-ADEPT-06.5.A SC-NGU-COE-CF-sp14.1.E	Applies mathematical solutions to a variety of real world problems such as probability, statistical analysis, commercial arithmetic, business applications, and teaches students how mathematics is related to many occupations. Uses examples that resonate with students and finds creative ways to make learning more meaningful.	Applies mathematical solutions to a variety of real world problems such as probability, statistical analysis, commercial arithmetic, business applications, and teaches students how mathematics is related to many occupations.	Applies mathematical solutions to at least one types of real world problems such as probability, statistical analysis, commercial arithmetic, business applications, and teaches students how mathematics is related to many occupations.	Does not apply mathematical solutions to a variety of real world problems such as probability, statistical analysis, commercial arithmetic, business applications, nor teach students how mathematics is related to many occupations.

Responsive/rapport(1.000, 10%) ACEI-2007.2.3 SC-ADEPT-06.8.A SC-NGU-COE-CF-sp14.2.B SC-NGU-Diversity .Outcome 2: D	Responds to students who have misconceptions, error patterns, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention. Provides additional resources and opportunities to keep students on track to meet standards in mathematics. Elaborates on student responses. Is respectful, fair and impartial. Provides feedback. Interacts with students and encourages participation. Is enthusiastic.	Responds to students who have misconceptions, error patterns, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention. Provides additional resources and opportunities to keep students on track to meet standards in mathematics. Elaborates on student responses. Is respectful, fair and impartial.	Responds to students who have misconceptions, error patterns, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention. Provides additional resources and opportunities to keep students on track to meet standards in mathematics.	Responds to students who have misconceptions, error patterns, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.
Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF-sp14.1.B SC-NGU-Diversity .Outcome 2: B	Fosters active engagement of all students. Students are engaged in the lesson during whole group, small group and independent work. Exhibits sensitivity to students' diversity including ELL, Gender, exceptionalities, and creates a pro-active, nonthreatening learning environment.	Fosters active engagement of all students. Students are engaged in the lesson during whole group, small group and independent work. Exhibits sensitivity to students' diversity including ELL, Gender, exceptionalities.	Fosters active engagement of all students. Students are engaged in the lesson during whole group, small group and independent work.	Fosters active engagement of all students.
Instructional materials and technology(1.000, 10%) ACEI-2007.3.5 ISTE-NETS-T-2008.2.a SC-NGU-COE-CF-sp14.1.E	Candidates use multiple sources including electronic and non-electronic resources. Includes manipulatives and concrete technologies. Is familiar with a variety of resources and uses them to meet student learning needs. For example: calculators, manipulatives, activity sheets, flip charts, white board, student created material, textbook, video, websites, worksheets, and/or software.	Candidates use multiple sources including electronic and non-electronic resources. Includes manipulatives and concrete technologies. For example: calculators, manipulatives, activity sheets, flip charts, white board, student created material, textbook, video, websites, worksheets, and/or software.	Candidates use multiple sources including electronic and non-electronic resources. For example: calculators, manipulatives, activity sheets, flip charts, white board, student created material, textbook, video, websites, worksheets, and/or software.	Candidates use one or two sources including electronic and non-electronic resources. . For example: calculators, manipulatives, activity sheets, flip charts, white board, student created material, textbook, video, websites, worksheets, and/or software.
classroom management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF-sp14.2.C	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students. Uses a discipline plan that is effective. Tries to understand what students need to cooperate and learn.	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students. Uses a discipline plan that is effective.	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students.	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe

ELED Mathematics

Candidate's Name: _____ Date:_____ Score:_____

School:_____ Grade level: _____Teacher:_____

Criteria	Distinguished (4)	Accomplished (3)	Developing (2)	Beginning (1)	Comments
Communication(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B					
Content(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Methodologies(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Instruction(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A					
Application(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C					
Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B					
Instructional Materials and technology(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.1.E					
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C					

Comments:_____
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Evaluator:_____   Revised Fall 15

ELED Integration of the Arts

	Distinguished (4.000 pts)	Accomplished (3.000 pts)	Developing (2.000 pts)	Beginning (1.000 pt)
Communication (1.000, 10%) ACEI-2006.2.5 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students. Candidates use strong voice projection so that all students can hear and are motivated and engaged. Uses proper enunciation.	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, and articulates and avoids fillers such as uhm, like, you know. Demonstrates good command of language that motivates and engages students. Candidate provides clear instructions for all students.	Makes eye contact with students, uses correct grammar, uses correct content vocabulary, but may use some fillers such as uhm, like, you know.	Does not make eye contact with students, or use correct grammar. Does not include correct content vocabulary. Uses fillers such as uhm, like, you know..
Content (1.000, 10%) ACEI-2006.2.5 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Teaches accurate and appropriate content across the disciplines of history, social sciences, geography, economics, civics, and governance to promote students' abilities to make informed decisions as citizens in a culturally diverse democratic society and interdependent world. Uses appropriate concrete examples. Connects to prior learning and makes application to real world contexts.	Uses the content and skills related to the visual and performing arts (theater, music, and dance) while engaging students in learning.	Uses skills related to the visual and performing arts (theater, music, and dance) while engaging students in learning.	Does not use the visual or performing arts (theater, music, and dance) while engaging students in learning.
Methodologies (1.000, 10%) ACEI-2006.2.5 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.F	Differentiates instruction according to student needs. Asks higher level and depth of knowledge questions. Makes connections to other disciplines. Focuses on student discourse and collaborative learning opportunities. Refers to objectives, EQs and essential understanding in social studies.	Uses at least two different visual and performing arts approaches while teaching the content areas that will enhance the understanding and experience of the fine arts.	Uses at least one visual and performing arts approach while teaching the content areas that will enhance the understanding and experience of the fine arts.	Does not use visual and performing arts approach while teaching the content areas without enhancing the understanding or experience of the fine arts.
Time and pacing (1.000, 10%) ACEI-2006.2.5 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Paces lesson to maintain focused attention and maximize time on task. Is aware of the time needed to start, complete and bring closure to the lesson. Materials are organized and ready for the lesson. Plans for varied levels of competency and speed of students. Is	Is aware of time needed to start, complete, and wrap-up activity, knows how to keep students on task, plans for varied levels of competency and speed of students.	Paces the lesson about right with some of the students completing the assignment in the required time.	Does not plan adequate time for the activity or plans too much time for the activity. Students are not on task.

Time and pacing(1.000, 10%) ACEI-2006.2.5 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A	Paces lesson to maintain focused attention and maximize time on task. Is aware of the time needed to start, complete and bring closure to the lesson. Materials are organized and ready for the lesson. Plans for varied levels of competency and speed of students. Is prepared for early finishers and those who work at a slower pace. Uses wait time effectively. Pace is appropriate during whole group or small group. Closure includes some type of feedback or assessment to insure that learning took place	Is aware of time needed to start, complete, and wrap-up activity, knows how to keep students on task, plans for varied levels of competency and speed of students.	Paces the lesson about right with some of the students completing the assignment in the required time.	Does not plan adequate time for the activity or plans too much time for the activity. Students are not on task.
Integration(1.000, 10%) ACEI-2006.2.5 SC-ADEPT-06.5.B SC-NGU-COE-CF.1.F		Builds knowledge and experience of the arts through analysis of major works, recognition of exemplary art from across cultures and mediums, and relating art to other disciplines.	Builds knowledge and experience of the arts in at least one of the following ways: analysis of major works, recognition of exemplary art from across cultures and mediums, and relating art to other disciplines.	Does not build knowledge and experience of the arts with analysis of major works, recognition of exemplary art from across cultures or mediums, or relates art to other disciplines.
Application(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A	Develops experiences in which students demonstrate creativity and innovation, value communication and collaboration, conducts research and uses information, thinks critically, solves problems, and make decisions. Students produce a product using the information learned.	Provides instruction and opportunities to develop effective utilization of the arts to communicate knowledge, ideas, understanding, insights, feelings, and experiences.	Provides instruction and opportunities to develop effective utilization of the arts in at least one of the following to communicate knowledge, ideas, understanding, insights, feelings, and experiences.	Does not provide instruction or opportunities to develop effective utilization of the arts to communicate knowledge, ideas, understanding, insights, feelings, or experiences.
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C	Responds to students who have misconceptions, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention. Provides additional resources and opportunities to keep students on track to meet standards in Social Studies. Elaborates on student responses. Is respectful, fair, & impartial. Is enthusiastic about the topic. Interacts with students and encourages participation.	Responds to students who have misconceptions about art, difficulty in performing various arts, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.	Responds to students who have one of the following cases: misconceptions about art, difficulty in performing various arts, missing background content, and finds creative ways to engage all learners through equitable distribution of time and attention.	Does not respond to students who have misconceptions about art, difficulty in performing various arts, missing background content, nor finds creative ways to engage all learners through equitable distribution of time or attention.

Engage students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.4.B SC-NGU-COE-CF.2.B	Fosters active engagement of all students. Students are engaged in the lesson during whole group, small group and independent work. Uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving. Exhibits sensitivity to students' diversity including ELL, gender, exceptionalities, and creates a pro-active, nonthreatening learning environment.	Understands and uses a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.	Understands and uses at least one of teaching strategies that encourage elementary students' development of critical thinking and problem solving.	Does not understand nor use a variety of teaching strategies that encourage elementary students' development of critical thinking or problem solving.
Instructional Materials and Technology(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.5.B SC-NGU-COE-CF.1.E	Candidates use multiple sources including electronic and non-electronic resources. Includes manipulatives and concrete technologies. Is familiar with a variety of resources and uses them to meet student learning needs. For example: manipulatives, activity sheets, flip charts, white board, student created material, textbook, video, websites, worksheets, software.	Uses strategies to teach the knowledge and skills in the use of basic vocabularies, materials, traditional and technology-based tools, techniques, and thinking processes of each arts discipline.	Uses strategies to teach the knowledge and skills in at least two of the following areas: the use of basic vocabularies, materials, traditional and technology-based tools, techniques, and thinking processes of each arts discipline.	Does not use strategies to teach the knowledge and skills in the use of basic vocabularies, materials, traditional and technology-based tools, techniques, and thinking processes of each arts discipline.
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students. Uses a discipline plan that is effective. Tries to understand what students need to cooperate and learn. Transitions between tasks or locations are consistently orderly, smooth, and efficient.	Praises and corrects students in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students.	Praises and corrects students in at least one of the following ways: in order to motivate and encourage. Does not embarrass or intimidate students. Makes sure that each student has an opportunity to learn. Creates a safe environment to invite learning from all students.	Does not praise of correct students in order to motivate and encourage. Does not avoid embarrassing or intimidating students. Does not make sure that each student has an opportunity to learn. Does not create a safe environment to invite learning from all students.

ELED Integration of the Arts

Candidate's Name: _____ Date:_____ Score:_____

School:_____ Grade level: _____Teacher:_____

Criteria	Distinguished (4)	Accomplished (3)	Developing (2)	Beginning (1)	Comments
Communication(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B					
Content(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Methodologies(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Instruction(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A					
Application(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C					
Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B					
Instructional Materials and technology(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.1.E					
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C					

Comments:_____
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Evaluator:_____   Revised Fall 15

End of Semester: Overall Performance

Candidate's Name: _____ Date:_____ Score:_____

School:_____ Grade level: _____Teacher:_____

Criteria	Distinguished (4)	Accomplished (3)	Developing (2)	Beginning (1)	Comments
Communication(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.10.C SC-NGU-COE-CF.1.B					
Content(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Methodologies(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Time and pacing(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.A SC-NGU-COE-CF.1.A					
Instruction(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.6.B SC-NGU-COE-CF.1.A					
Application(1.000, 10%) ACEI-2007.2.1 SC-ADEPT-06.5.A SC-NGU-COE-CF.1.A					
Responsive/Rapport(1.000, 10%) ACEI-2007.3.2 SC-ADEPT-06.8.A SC-NGU-COE-CF.2.C					
Engages Students(1.000, 10%) ACEI-2007.3.3 SC-ADEPT-06.5.B SC-NGU-COE-CF.2.B					
Instructional Materials and Technology(1.000, 10%) ACEI-2007.3.5 SC-NGU-COE-CF.1.E					
Classroom Management(1.000, 10%) ACEI-2007.3.4 SC-ADEPT-06.9.A SC-NGU-COE-CF.2.C					

Comments:_____

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Evaluator:_____   Revised Fall 15

The Assessment of Dispositions: Field Experience

I. The Effective Practitioner				
Disposition	**Distinguished-4**	**Accomplished-3**	**Developing-2**	**Beginning-1**
IA**. Exhibits a Professional Attitude** CAEP1.1, COE 2A, APS10, InT 9,	*Is dependable, dresses professionally, is punctual, attends classes, meetings, etc, meets deadlines, and possesses teacher self-efficacy.*	*Is dependable, dresses professionally, is punctual, attends classes, mtgs, etc, meets deadlines.*	*Is dependable, dresses professionally, is punctual, attends classes, mtgs, etc,*	*Is dependable, dresses professionally, is punctual*
IB**. Communicates Effectively** CAEP 1.1, COE 1B, APS 5, InT 6	*Has good communication skills, uses correct grammar, teaches correct content, is enthusiastic, positively engages students in learning. .*	*Has good communication skills, uses correct grammar, teaches correct content, is enthusiastic*	*Has good communication skills, uses correct grammar, teaches correct content*	*Has good communication skills, uses correct grammar*
IC. **Demonstrates a Positive Attitude toward school/students** CAEP 1.1 COE 2B, APS 8, InT4, DIV 2B	*Demonstrates respect towards faculty/administrators, Practices collaboration with cooperating teacher and mentor,* *Has a positive attitude towards supervision, shows enthusiasm in class, speaks positively with students.*	*Demonstrates respect towards faculty/administrators, Practices collaboration with cooperating teacher and mentor,* *Has a positive attitude towards supervision,*	*Demonstrates respect towards faculty/administrator, and students, Practices collaboration with cooperating teacher and mentor,*	*Demonstrates respect towards faculty/administrator, and students,*
ID. **Displays a Positive Attitude toward the profession, administration, cooperating teacher/mentor CAEP 1.1 COE 2D, APS 10, InT 10**	*Demonstrates integrity, is flexible, practices collaboration, demonstrates teamwork, and supports cooperating teacher, mentor, and administrators.*	*Demonstrates integrity, is flexible, practices collaboration, demonstrates teamwork.*	*Demonstrates integrity, is flexible, practices collaboration.* *.*	*Demonstrates integrity, is flexible.*
II. Caring Leader				
IIA. **Promotes Nurturing and Kindness CAEP 1.1, COE2C, APS 8, InT 5, DIV 2C**	*Uses appropriate tone of voice, sensitive to students, is patient, practices active listening, goes above and beyond to help others.*	*Uses appropriate tone of voice, sensitive to students, is patient, practices active listening.*	*Uses appropriate tone of voice, sensitive to students, is patient.*	*Uses appropriate tone of voice, sensitive to students.*
IIB. **Builds Relationships** CAEP 1.1, COE 2D, APS 10, InT 10, DIV 2D	*Is loyal, is trustworthy, is encouraging, is not critical, shows concern for the wellbeing of colleagues and students**.*	*Is loyal, is trustworthy, is encouraging, is not critical**.*	*Is loyal, is trustworthy, is encouraging**.*	*Is loyal, is trustworthy.*
IIC. **Creates a Conducive Environment for Learning** CAEP 1.1, COE 2C, APS 8, InT 5	*Is prepared to engage in learning, includes students' ideas in the lesson, is professional in the use of electronics, respects the ideas of colleagues and students, celebrates learning with students.*	*Is prepared to engage in learning, includes others in the cohort, is professional in the use of electronics, respects the ideas of others.*	*Is prepared to engage in learning, includes others in the cohort, is professional in the use of electronics.*	*Is prepared to engage in learning, includes others in the cohort.*
III. Lifelong Learner				
IIIA. **Engages in Professional Development** CAEP 1.1, COE 3A, APS 10, InT 9	*Has the potential for professional growth, develops in-depth pedagogical knowledge, reads research, builds knowledge beyond the textbook, joins professional organizations.*	*Has the potential for professional growth, develops in-depth pedagogical knowledge, reads research, builds knowledge beyond the textbook.*	*Has the potential for professional growth, develops in-depth pedagogical knowledge, reads research..*	*Has the potential for professional growth, develops in-depth pedagogical knowledge.*
III B. **Leadership** CAEP 1.1, COE 2A, APS10, InT 10	*Exhibits leadership potential, demonstrates maturity, Uses sound judgement and common sense, produces high quality work, demonstrates leadership and initiative in the classroom. .*	*Exhibits leadership potential, demonstrates maturity, Uses sound judgement and common sense, produces high quality work.*	*Exhibits leadership potential, demonstrates maturity, Uses sound judgement and common sense.*	*Exhibits leadership potential, demonstrates maturity.*
IIIC. **Practices Reflective Inquiry** CAEP 1.1 COE 3C, APS 7, InT 8 DIV 3C	*Practices self-reflection/assessment, writes in-depth reflections, reads with critical understanding, identifies consequences of one's actions, understands the effects of decisions on colleagues and students.*	*Practices self-reflection/assessment, writes in-depth reflections, reads with critical understanding, identifies consequences of one's actions.*	*Practices self-reflection/assessment, writes in-depth reflections, reads with critical understanding.*	*Practices self-reflection/assessment, writes in-depth reflections.*

North Greenville University Field Experience: Assessment of Dispositions

Candidate_____ ID #_____Semester_____Major_____

Please rate 1-4: beginning = 1; developing = 2; accomplished = 3; distinguished = 4 by writing the appropriate number in the box. Circle indicators that are weak for student and/or make specific comments below. Use rubric to assess.

1. EFFECTIVE PRACTITIONER

A.   Exhibits Professional Attitude

Indicators: Is dependable, dresses professionally, is punctual, attends classes, meetings, etc, meets deadlines, and possesses teacher self-efficacy.

B.   Values Communication

Indicators: Has good communication skills, uses correct grammar, teaches correct content, is enthusiastic, positively engages students in learning.

C.   Demonstrates a Positive Attitude toward Teaching/Students

Indicators: Demonstrates respect towards faculty/administrators, Practices collaboration with cooperating teacher, and mentor, Has a positive attitude towards supervision, shows enthusiasm in class, speaks positively with students.

D.   Displays a Positive Attitude toward the Profession, Colleagues, and Authority

Indicators: Demonstrates integrity, is flexible, practices collaboration, demonstrates teamwork, and supports Cooperating teacher, mentor, and administrators.

2. CARING LEADER

A.   Promotes Nurturing and Kindness

Indicators: Uses appropriate tone of voice, sensitive to students, is patient, practices active listening, goes above and beyond to help others.

B.   Values Relationships

Indicators: Is loyal, is trustworthy, is encouraging, is not critical, shows concern for the wellbeing of colleagues and students.

C.   Creates a Nurturing Environment

Indicators: Is prepared to engage in learning, includes students' ideas in the lesson, is professional in the use of electronics, respects the ideas of colleagues and students, celebrates learning with students.

3. LIFELONG LEARNER

A.   Values Professional Development

Indicators: Has the potential for professional growth, develops in-depth pedagogical knowledge, reads research, builds knowledge beyond the textbook, joins professional organizations.

B.   Takes Initiative

Indicators: Exhibits leadership potential, demonstrates maturity, Uses sound judgement and common sense, produces high quality work, demonstrates leadership and initiative in the classroom.

C. Practices Reflective Inquiry

Indicators: Practices self-reflection/assessment, writes in-depth reflections, reads with critical understanding, identifies consequences of one's actions, understands the effects of decisions on colleagues and students.

COMMENTS: (Use the back if necessary.)

Signature:_____   Date: _____(Revised FA 15)

The target area for Junior level candidates is 3.0 average or 30 points and the target for the senior level is 3.5 or higher.

Evaluation of Field Experience Cooperating Teacher

Cohort Name: _____   Semester_____   20_____

Cooperating Teacher _____

School _____

Check the most appropriate box using the following scale:

3 = Consistently   **2** = Sometimes   **1** = Never   **N/A** = No opportunity to observe

NO.	ITEM	3	2	1	N/A
	Effective Practitioner				
1	The teacher was a good model to follow.				
2	The teacher maintained effective discipline.				
3	The teacher used varied activities.				
4	The teacher helped me with planning.				
	Caring Leader				
5	The teacher offered constructive criticism.				
6	The teacher was available for conference.				
7	The teacher gave support and encouragement.				
8	The teacher was interested in my improvement.				
	Lifelong Learner				
9	The teacher gave appropriate background information.				
10	The teacher was positive and professional, yet developed a personal rapport with me.				

Comments:

_____   _____
Cohort Signature   Date

Student Evaluation of Mentors

Mentor's Name: _____   Semester_____   Major_____

Mentors in the Division of Education are committed to modeling the skills and dispositions of an effective practitioner, caring leader, and lifelong learner. To help in this endeavor, please rate the mentor for your field experience on the following objectives. Check the most appropriate box using the following scale:

3 = Consistently   **2** = Sometimes   **1** = Never   **N/A** = No opportunity to observe

Objective		3	2	1	N/A
Effective Practitioner					
1.A	Mentor demonstrates an understanding of content within his/her field of practice.				
1.C	Mentor understands the interrelationship of educational purposes, curriculum, instruction, and assessment through their feedback and suggestion of resources and instructional strategies or activities.				
1.D	Mentor understands how diversity, human development, and intelligence affect teaching and learning.				
Caring Leader					
2.A	Mentor exhibits personal responsibility, trustworthiness, fairness, and good citizenship by being supportive and encouraging.				
2.D	Mentor communicates effectively through oral and written communication.				
Lifelong Learner					
3.C	Mentor models inquiry and reflection by offering constructive suggestions and feedback.				
3.E	Mentor demonstrates professional enthusiasm in instruction, collaboration, and reflection.				

Comments:

North Greenville University

College of Education

FIELD EXPERIENCE
COHORT
Junior – Elementary

Name_____ **Semester:** _____

School_____ **Grade** _____

Cooperating Teacher _____

ATTENDANCE LOG

Week No.	Day	Time		Teacher's Initials
		In	**Out**	

Total Number of Hours_____ **Total Number of Weeks** _____

_____   _____

Cooperating Teacher's Signature   **Student Signature**