07.26.24

Richard W. Riley College of Education, Sport, and Human Sciences
Winthrop University
THEATRE <u>INTERNSHIP I</u> EVALUATION REPORT

Teacher Candidate Name:		WU ID#:		
School:		Grade:	Date:	
Mentor Teacher Name:		University Supervisor Name:		

OBSERVATIONS	Lesson Content/Topic	Date
University Supervisor		
Mentor Teacher		
Site-Based Observer		

EVALUATION OUTCOMES	Below Expectations	Meets Expectations	Exceeds Expectations
Short Range Planning			
Instruction			
Environment			
Professionalism			
Dance Education			

A teacher candidate must score a "Meets Expectations" rating or above in each performance domain to be scored as **Satisfactory**.

The teacher candidate is ☐ **Unsatisfactory** ☐ **Satisfactory**

With my signature below, I attest to attending an introductory meeting, participating in the midterm/final evaluation conference, and agreeing with the data/ratings presented in the report.

_____   _____   _____
Teacher Candidate   Mentor Teacher   University Supervisor

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Directions: The **Theatre Education Internship I Evaluation Scoring Rubric** provides detailed descriptions for teacher candidates at each of the following levels: **EE**= "Exceeds Expectations," **ME**= "Meets Expectations," and **BE**= "Below Expectations." **NO =** "No Opportunity" (*NA in the SL&L system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. Please highlight the appropriate rating and then provide rating explanations under "Supporting Documentation and Evidence."

		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
		Domain 1: SHORT-RANGE PLANNING				
1.1	TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards. InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment)	Lesson plans do not align with unit goals. Some learning experiences included in the lessons do not meet any identified objectives or are developmentally inappropriate. Learning experiences are passive and do not ensure student engagement. Lesson plans do not meet expectations of the discipline.	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives. Lesson plans meet expectations of the discipline. Learning objectives are measureable, appropriately challenging, and align with the standards.	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and **ensure student engagement**. Lesson plans meet expectations of the discipline. Learning objectives are measureable, appropriately challenging, and align with the standards.		
1.2	TC designs, selects, or modifies assessments that are aligned with lesson objectives. InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	Assessments do not align with lesson objectives, or no assessments are identified.	Lesson assessments align with lesson objectives and occur at least once during the lesson.	**Informal and formal** lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at **various points during the lesson**.		

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1.3	TC uses data from formative, diagnostic, and summative assessments to guide instructional planning. InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment)	TC does not gather or examine student performance data or does not use data appropriately in the planning process.	TC uses student performance data (from previous assessments or pre-assessment) to guide instructional strategies.	TC gathers and uses learner performance data from a **variety** of assessments to **modify lesson objectives** and instructional plans.		
1.4	TC plans differentiated instruction to address diverse learning needs. InTASC 1, 7 CAEP 1.4 SCTS 4.0 – Planning (Instructional Plans)	Lesson plans do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.	Lesson plans include general strategies for addressing diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.	Lesson plans include **specific strategies** for differentiation of **teaching procedures/pacing** to address diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **short-range planning**			

Describe at least one **short-range planning** strength:	
List at least one **short-range planning** goal:	

		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
	Domain 2: INSTRUCTION					
2.1	TC effectively communicates appropriately challenging expectations to learners. CAEP 1.4 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)	TC does not communicate expectations for what students will know and be able to by the end of the lesson.	TC communicates appropriately challenging expectations for what students will know and be able to do by the end of the lesson.	TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the **purpose and relevance of the content**.		
2.2	TC differentiates instruction to meet the needs of diverse learners. CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students)	TC does not attempt to differentiate instruction.	TC uses general strategies to differentiate instruction in an attempt to meet the needs of diverse learners.	TC uses a **variety of specific** instructional strategies for meeting the needs of diverse learners.		
2.3	TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content. InTASC 4; CAEP 1.3; SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher	TC presentation of content has misinformation and lacks clarity.	TC presentation of content is clear and accurate. TC correctly addresses learner questions and misconceptions.	TC's presentation of content is clear, **precise**, and accurate. The TC uses content knowledge to field questions, **make connections,** and address misconceptions.		

	Content Knowledge; Teacher Knowledge of Students)				
2.4	TC measures student mastery of learning by using assessment strategies with established performance criteria. InTASC 6 SCTS 4.0 – Instruction (Standards and Objectives)	TC does not establish performance criteria for assessments and/or does not conduct assessment of learning.	TC measures student mastery of learning through assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria.	TC uses **multiple** assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria **throughout instruction** to measure mastery of learning. **In addition, candidate provides opportunities for individual learners to self-check during the lesson.**		
2.5	TC provides specific and timely instructional feedback to students pertaining to stated outcomes. InTASC 6 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback)	TC rarely provides feedback or feedback is unrelated to lesson objectives.	TC provides general instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.	TC provides **specific**, corrective, and **timely** instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.		
2.6	TC uses appropriate voice tone and pacing to manage instruction/environment effectively. SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content)	TC voice tone is inappropriate for managing instruction/environment. Lesson pacing interferes with student learning.	TC demonstrates effective teaching and communication skills through appropriate voice tone and lesson pacing/sequence.	TC demonstrates effective teaching and communication skills by **varying** voice tone and **changing** the pacing/sequence of the presentation based upon student feedback during lesson.		

| 2.7 | TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds.

CAEP 1.4
SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students) | TC makes no attempt to integrate cultural and linguistic backgrounds into instruction or learning experiences. | TC addresses the needs of students from diverse cultural and/or linguistic backgrounds with general strategies or learning experiences. | TC uses strategies that address the needs of **individual** learners from diverse cultural backgrounds including strategies such as providing examples that are **relevant to specific culture**. | | |

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **instruction**			

Describe at least one **instruction** strength:	
List at least one **instruction** goal:	

Domain 3: ENVIRONMENT					
		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
3.1	TC maintains a physically safe educational environment that is conducive to learning. SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment)	TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.	TC follows the mentor teacher's procedures to physically arrange the classroom to avoid distractions and ensure safe use of materials.	TC follows safety procedures and **makes adjustments** to the physical environment to **promote learning**, avoid distractions, and ensure safe use of materials.		
3.2	TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures. InTASC 2 SCTS 4.0 – Environment (Respectful Culture)	TC responds to students with bias toward students who differ by gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC tolerates bullying and/or disrespectful peer interactions.	TC addresses student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC works to establish a bully-free environment and foster interactions which exhibit awareness of students' background and culture and are free from unhealthy conflict, sarcasm, and put-downs.	TC responds **positively** to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. **TC establishes a bully-free environment and considers proactive measures to foster classroom community and respect for diversity** which acknowledge and celebrate all students' background and culture. TC ensures all interactions are free from unhealthy conflict, sarcasm, and put-downs.		

3.3	TC creates environments that promote positive social interaction and collaboration in the learning environment. InTASC 3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping Students); Environment (Environment; Respectful Culture)	TC rarely uses strategies that promote student social interaction.	TC implements instructional activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions and productive teamwork.	TC structures instructional **and non-instructional routines** and activities (partner and group work, procedures, project-based learning, etc.) to support positive social interactions, productive teamwork, and **collaborative learning**.		
3.4	TC manages instructional routines and transitions between activities or classes in an efficient and orderly manner. InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior)	TC implements ineffective procedures for managing routines and transitions resulting in reduced active engagement in instructional activities and increased problem behavior.	TC follows the mentor teacher's procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.	TC **follows and makes appropriate adjustments to** the mentor teacher's procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.		

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	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for **environment**			

Describe at least one **environment** strength:	
List at least one **environment** goal:	

		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
**Domain 4: PROFESSIONALISM**					
4.1	TC effectively co-teaches with the mentor teacher.	TC does not engage in co-teaching with the mentor teacher.	TC follows the guidance of the mentor teacher to plan and implement co-taught lessons.	TC **collaborates with the mentor** teacher to plan and implement co-taught lessons.		
4.2	TC establishes professional relationships with school personnel and students. InTASC 10	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.	TC not only conducts self in a professional manner, **but, also, takes initiative to establish positive relationships with school personne**l (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.		
4.3	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English.	TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.	TC's verbal communication is appropriate for students and professionals and reflects standard English conventions.	TC's verbal communication **integrates professional vocabulary** which is appropriate for students and professionals and reflects standard English conventions.		
4.4	TC demonstrates effective external written	TC's external written communication is not appropriate for students and/or	TC's external written communication is appropriate for students and caregivers and reflects	TC's external written communication is **clear and appropriate for varied audiences**. Communication reflects		

	communication that is appropriate for the intended audience and uses standard English.	professionals and/or does not reflect standard English conventions (i.e., frequent or substantive errors in writing mechanics and/or sentence structure).	standard English conventions (i.e., few errors in writing mechanics and sentence structure).	standard English conventions (i.e., no errors in writing mechanics and sentence structure) and **includes proficient use of professional language**.		
4.5	TC adheres to the university and school/district rules, *Standards of Conduct for South Carolina Educators,* and FERPA requirements and acts appropriately when faced with legal issues with children. ** InTASC 9	TC violates one or more of the school/district rules, *Standards of Conduct for South Carolina Educators,* or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.	TC's conduct conforms to school/district rules as well as the *Standards of Conduct for South Carolina Educators.* The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues facing the children he/she serves.	TC meets all requirements at the acceptable level and **demonstrates an advocacy position** when discussing or acting upon legal issues related to students.		
4.6	TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management)	TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of	TC comes to the classroom prepared for each day. TC prepares plans in advance and discusses them with the mentor teacher. TC organizes materials and activities in advance.	TC comes to the classroom prepared for each day and **displays a high degree of organization**. Plans are prepared in advance and discussed with mentor teacher. TC organizes materials and activities in advance and **takes initiative for various**		

	SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally)	their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.		**classroom responsibilities**.		
4.7	TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback. SCTS 4.0 – Professionalism (Growing and Developing Professionally)	TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	TC **seeks and is receptive to constructive feedback.** TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).		
4.8	TC uses self-reflection to evaluate and improve professional practice. InTASC 9	TC's reflections include general statements not supported by specific examples and plans for change are not included.	TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve	TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include **detailed explanations of strategies** that will be		

	SCTS 4.0 – Professionalism (Reflecting on Teaching)		instruction and student learning.	used to improve instruction and student learning.		

** A *Below Expectations* rating on this item may result in failure for the internship.

	Below Expectations	**Meets Expectations**	**Exceeds Expectations**
Overall rating for **professionalism**			

Describe at least one **professionalism** strength:	
List at least one **professionalism** goal:	

Domain 5: THEATRE EDUCATION						
		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	**Provides opportunities for students to engage in the creation of story making and scriptwriting (improvisation and scripted scenes, with text or without) based on using their imaginations, appropriate grade level literature, and/or history.** (Based on Revised South Carolina State Standard #1)	Limited use of improvisation or script writing in planning or instruction.	Demonstrates evidence of the use of improvisational techniques in lessons and allows for opportunities for students to write, create, and revise stories/scripts that are then performed.	Continually weaves improvisational techniques in lessons and allows for opportunities for students to write, create and revise stories/scripts that are their own creation or from literature and then performed utilizing their own creativity and/or historical research while employing proper vocabulary of dramatic structure (parts of a script, plot development, catharsis, dialogue, etc.).		
5.2	**Provides opportunities for students to develop acting skills in the portrayal of characters who interact in improvised and scripted scenes using body, mind, and/or voice.** (Based on Revised South Carolina State Standard #2)	Limited use of proper vocabulary and instruction for acting techniques.	Planning and instruction include exercises using acting skills, characterization work, and techniques in voice, diction and movement.	Planning and instruction continually show evidence of organized units on acting skills, using and building upon skills of characterization (which include techniques in voice, diction and movement).		
5.3	**Provide opportunities for students to create the visual components of the**	Limited use of design elements in instruction.	The employment of design elements (sets, properties, lights, sound, costumes and make-up) are	Specific lessons and units are created and employed for students to experience design elements (sets, properties,		

	improvised and/or scripted scenes considering mood, theme, texture, and genre. (Based on Revised South Carolina State Standard # 3)		incorporated into instruction and utilized in improvised and scripted scenes.	lights, sound, costumes and make-up).	
5.4	**Allows students to explore the role of director by experiencing the interpretation of dramatic texts with teacher as director and organizing rehearsals and/or exploring the role of director though self and/or peer directing their own performances (monologues, scenes, etc.** (Based on Revised South Carolina State Standard #4)	Limited understanding of director/leader whose role is to side coach and organize other students in rehearsal.	Planning and instruction include exercises exploring the role of director or utilize teacher as director.	Students are engaged in specific assignments allowing them to function as director of scripted or improvised scenes or to experience the role of director through observation of teacher as director.	
5.5	**Utilizes research (cultural and historical) to integrate information from past and present cultures to enhance their theatrical knowledge and experiences.** (Based on Revised South Carolina State Standard # 5 & #8)	Research is not used in lessons.	Planning and instruction includes students employing some research techniques (both cultural and historical).	Planning and instruction include students employing proper research techniques (both cultural and historical) to create scenes, compare dramatic texts, direct, act, and design scenes. Students analyze the role of theatrical experiences in the community and other cultures.	

5.6	Provides opportunities for students to analyze, evaluate, and construct meaning from theatrical experiences. (Based on Revised South Carolina State Standard #7)	Limited opportunities within each lesson for students to engage in reflective work.	Planning and instruction include specific opportunities for students to evaluate, analyze and critique their own work, that of their peers, and other theatrical work.	Analysis and evaluation are woven into each and every lesson, challenging students to assimilate and synthesize their knowledge and experiences.		

	Below Expectations	Meets Expectations	Exceeds Expectations	
Overall rating for **theatre education**				

Describe at least one **theatre education** strength:	
List at least one **theatre education** goal:	

** A *Below Expectations* rating on this item may result in failure for the internship