College of Coastal Georgia
Department of Education and Teacher Preparation
Intern KEYS

Candidates are eligible for level 1 and level 2 ratings within classifications of emerging candidate to leading candidate. Within these classifications, if candidates provide *some* evidence that they are performing within the criteria of a designated classification they will receive a level 1. In order to receive a level 2 rating within a classification, candidates must provide evidence that *most* criteria are met. Candidates are responsible for building a case that they meet the criteria of specified classifications. Evidence must include artifacts from the field experience *and* course work. Candidates are expected to score at the practicing level prior to the end of student teaching across all categories in order to graduate.

Category One: The Learner and Learning: *How do candidates develop learning experiences appropriate for the learner?*							
Emerging		**Developing**		**Practicing**		**Leading**	
E-1	*E-2*	*D-1*	*D-2*	*P-1*	*P-2*	*L-1*	*L-2*
The emerging candidate provides evidence of developing learning experiences that: • align to grade-level standards • represent accurate content knowledge of the discipline • build on students' prior academic learning • take into consideration the developmental and age-related needs of learners • include supports that address requirements from IEP and 504 plans		In addition to meeting emerging expectations, the developing candidate provides evidence of developing learning experiences that: • align to a central focus and cohesive set of learning objectives (what students will know and be able to do) • are informed by some formative or summative assessment data • build on students' personal, cultural, and community assets • incorporate a range of opportunities and ways for students to engage with, participate in, and represent or express subject matter learning • incorporate multiple assessments that provide evidence of student learning and progress • include learning supports that address the needs of the class • respond to the social emotional needs of the learner		In addition to meeting developing expectations, the practicing candidate provides evidence of developing learning experiences that: • are logically sequenced over time • are informed by patterns of strengths and needs in both individual and collective student assessment data • encourage exploration, problem-solving, and/or collaboration • incorporate multiple ways of eliciting and making visible student ideas and thinking as (a) a resource for student learning, and (b) to monitor both individual and collective student learning progress • includes learning supports that help both individual and groups of students reach high standards of learning • provide academic language support		In addition to meeting practicing expectations, the leading candidate provides wide-ranging evidence of developing learning experiences that: • use systematic and ongoing reflection of assessment data to provide customized learning experiences • make explicit and relevant interdisciplinary connections • incorporate innovative resources and strategies resulting in high levels of student engagement • provide learners opportunities to self-assess and use metacognitive strategies to support lifelong learning	
Category Two: Instructional Practice: *How do candidates implement research-based practices?*							
Emerging		**Developing**		**Practicing**		**Leading**	
E-1	*E-2*	*D-1*	*D-2*	*P-1*	*P-2*	*L-1*	*L-2*
The emerging candidate provides evidence of implementation demonstrating: • Standard American English in written and spoken communication • rapport with students and respect for students		In addition to meeting emerging expectations, the developing candidate provides evidence of implementation demonstrating: • a positive low-risk learning environment • explicit modeling of skills (i.e., analyze, summarize) and thought processes		In addition to meeting developing expectations, the practicing candidate provides consistent evidence of implementation demonstrating: • student support to learn, practice, and apply skills in an authentic context		In addition to meeting practicing expectations, the leading candidate provides evidence of implementation demonstrating: • student-led inquiry based learning opportunities • involvement of students in self-monitoring	

• ability to manage whole and small group tasks	• necessary for student learning • ability to connect new content to prior academic learning • active engagement of students throughout the entirety of the lesson • ability to elicit and build on student responses to support content and process development of learners • skill in providing feedback to support student learning	• varied levels of student participation and engagement as appropriate to the learner • ability to link new content to personal, cultural, and community assets • a challenging learning environment that provides opportunities to express varied perspectives and promotes mutual respect among students • incorporation of active and visible learning strategies • responsive teaching with adjustments made "just in time" in response to student dialogue or evidence of learning • seamless incorporation of varied resources including technology • ability to provide useable feedback that addresses both strengths and needs of individual students	progress and setting learning goals

Category Three: Professional Responsibility:
How does the candidate invest in opportunities to grow as a professional?

Emerging		Developing		Practicing		Leading	
E-1	*E-2*	*D-1*	*D-2*	*P-1*	*P-2*	*L-1*	*L-2*
The emerging candidate provides evidence of: • meeting established deadlines and following relevant policies/procedures • reflective practice with incorporation of mentor teacher, instructor, and supervisor feedback • reflective practice through identification of at least 3 strengths in teaching • reflective practice through identification of at least 3 areas to improve in teaching • a strategic plan with observable actions to support continuous growth • adherence to federal/state laws, established state/local school board policies, regulations, and practices, and the GaPSC Code of Ethics		In addition to meeting emerging expectations, the developing candidate provides evidence of: • reflective practice with incorporation of peer feedback • reflection on assessment data for future instructional planning • participation in professional organizations and/or community involvement opportunities • collaboration with colleagues and other stakeholders to reach educational decisions that enhance and promote student learning • uses modes of communication that are appropriate for a given situation		In addition to meeting developing expectations, the practicing candidate provides evidence of: • reflective practice with incorporation of scholarly literature • reflection on assessment data for future instructional planning substantiated by research and theory • engagement in activities outside the classroom intended for school/student enhancement at the practicum site and/or professional growth • listens and responds with cultural awareness, empathy, and understanding to the voice and opinions of diverse students and stakeholders		In addition to meeting practicing expectations, the leading candidate provides evidence of: • leadership at the local, state, or national level in a professional capacity	