

SOUTH CAROLINA TEACHING FELLOWS INSTITUTION EVALUATION RUBRIC



Note: The South Carolina Teaching Fellows Evaluation Instrument contains additional details regarding the specific requirements for each component and subcomponent that is being formally reviewed.

Administration Component	Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Assignment of Campus Director (CD)	<p>The CD has enough release or reassigned time to oversee the administration of the Teaching Fellows Institution's (TFI) program.</p> <p>AND</p> <p>The CD makes every attempt to attend all CERRA meetings and mandatory statewide Teaching Fellows (TF) activities.</p>	<p>The CD does not have enough release or reassigned time to oversee the administration of the TFI's program.</p> <p>OR</p> <p>The CD exhibits a pattern of excessive absences from CERRA meetings and mandatory statewide TF activities.</p>	<p>The CD does not have enough release or reassigned time to oversee the administration of the TFI's program.</p> <p>AND</p> <p>The CD exhibits a pattern of excessive absences from CERRA meetings and mandatory statewide TF activities.</p>
Teaching Fellows Advisory Committee	<p>The Advisory Committee: 1) has representation from multiple departments, current TF, local public school teachers and administrators, and other designees as determined by the TFI; 2) meets at least once per semester; 3) operates in a way that enhances the TFI's program; and 4) works with the CD to keep minutes of all meetings.</p>	<p>The Advisory Committee does not meet one of the criteria identified in the satisfactory rating.</p>	<p>The Advisory Committee does not meet two or more of the criteria identified in the satisfactory rating.</p>
Recruitment Efforts	<p>The TFI: 1) has a plan that contains specific strategies to recruit prospective TF; 2) collaborates with the institution's Office of Admissions, high school counselors, Teacher Cadet instructors, and other organizations/groups; 3) assigns resources to recruitment efforts; and 4) conducts an assessment of its own recruitment efforts.</p>	<p>The TFI does not meet one of the criteria identified in the satisfactory rating.</p>	<p>The TFI does not meet two or more of the criteria identified in the satisfactory rating.</p>

Recruitment Results <i>Note: This criterion is based on the TF Minimum Cohort Requirements.</i>	The TFI is successful in recruiting at least eight (8) freshmen TF each year.	The TFI is unsuccessful in recruiting at least eight (8) freshmen TF each year and is currently on probation with CERRA. There is no distinction between the needs improvement and unsatisfactory ratings.	
Office of Admissions	The Office of Admissions: 1) is knowledgeable about the TFI's program; 2) has a plan to routinely share information with prospective education majors; and 3) works with students who have been named a SC Teaching Fellow, but have not been admitted to the TFI.	The Office of Admissions does not meet one of the criteria identified in the satisfactory rating.	The Office of Admissions does not meet two or more of the criteria identified in the satisfactory rating.
Office of Financial Aid	The Office of Financial Aid: 1) has appropriate measures in place to disburse the fellowship funds to students; 2) maintains accurate records of TF disbursements; 3) provides counseling to assist TF in receiving supplemental funding; 4) routinely notifies CERRA of overage funds; and 5) returns the funds to CERRA before the end of the semester.	The Office of Financial Aid does not meet one of the criteria identified in the satisfactory rating.	The Office of Financial Aid does not meet two or more of the criteria identified in the satisfactory rating.
Public Relations	The TFI routinely shares information with the campus community, public school partners, and external stakeholders. AND The information shared includes news about the TFI's program and how the TF are involved with these groups.	The TFI does not routinely share information with the campus community, public school partners, and external stakeholders. OR The information shared does not include news about the TFI's program and how the TF are involved with these groups.	The TFI does not routinely share information with the campus community, public school partners, and external stakeholders. AND The information shared does not include news about the TFI's program and how the TF are involved with these groups.

Program Component	Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Inclusive Culture	The CD has made efforts to establish an inclusive culture wherein all members of the TFI's program know and support one another. This culture promotes a sense of belonging and commitment to the SC Teaching Fellows program and to the teaching profession.	The CD has made efforts to establish an inclusive culture, but these efforts have not resulted in the intended outcome.	The CD has made little to no efforts to establish an inclusive culture.
Supportive Communication	The CD has created a system of regular and meaningful interactions among the various individuals/groups affiliated with the TFI's program. These include 1) CERRA; 2) TF; 3) TFI faculty/administration; and 4) Advisory Committee.	The CD does not have regular and meaningful interactions with one of the individuals/groups identified in the satisfactory rating.	The CD does not have regular and meaningful interactions with two or more of the individuals/groups identified in the satisfactory rating.
Student Seminars	The TFI's program has a formalized plan for student development for each cohort. Through student seminars, the plan provides for some differentiation by major/level and is non-repetitive. Seminars are designed to: 1) enhance the image and esteem of the teaching profession through advocacy; 2) expose the TF to innovative and effective teaching practices; 3) help the TF recognize and develop leadership qualities; and 4) promote an understanding of and develop a respect for diversity.	<p>Student seminars do not address one of the topics identified in the satisfactory rating.</p> <p>OR</p> <p>Seminars are repetitive or are not differentiated by major/level.</p>	<p>Student seminars do not address two or more of the topics identified in the satisfactory rating.</p> <p>OR</p> <p>Student seminars do not address one of the topics identified in the satisfactory rating, <u>and</u> the seminars are repetitive <u>or</u> are not differentiated by major/level.</p> <p>OR</p> <p>Student seminars address all of the topics identified in the satisfactory rating, <u>but</u> the seminars are repetitive <u>and</u> are not differentiated by major/level.</p>

Enrichment Experiences	Each TF cohort is provided with a specific enrichment experience during the appropriate times: 1) Freshmen TF participate in TFI orientation sessions and activities; 2) Sophomore TF who do not attend the CERRA-sponsored experience must identify and participate in another conference; and 3) each TFI will develop a junior experience based on its identified area of focus or on the TF commitments.	The TFI does not ensure that enrichment experiences occur during the appropriate times for one of the cohorts identified in the satisfactory rating.	The TFI does not ensure that enrichment experiences occur during the appropriate times for two or more of the cohorts identified in the satisfactory rating.
Student Monitoring and Support	A system is in place for monitoring student progress through both the TFI's program and the institution's teacher preparation program. This system includes: 1) plans to advise TF academically and provide any necessary intervention; 2) plans to inform TF of their program obligations and requirements; 3) long-range planning for TF; 4) plans to inform TF of all requirements for SC teacher certification; and 5) plans to counsel TF about the financial implications of decisions to continue or resign from the program.	The system does not include one of the monitoring/support areas identified in the satisfactory rating.	The system does not include two or more of the monitoring/support areas identified in the satisfactory rating.
Partnerships with Public Schools	TF interact in meaningful ways with public schools partners (students, teachers, and families), beyond practicum/student teaching/internship experiences.	TF do not interact in meaningful ways with all of the identified public school partners, beyond practicum/student teaching/internship experiences.	The only interaction between TF and any of the identified public school partners is through practicum/student teaching/internship experiences.

Audit Component	Satisfactory (S)	Needs Improvement (N)	Unsatisfactory (U)
Audit of Teaching Fellows Academic and Financial Records	<p>No more than one cumulative infraction is noted in the mid-cycle records audit or the evaluation audit.</p> <p>AND</p> <p>The infraction does not alter the status of a former or current TF.</p>	<p>Two cumulative infractions are noted in the mid-cycle records audit and/or the evaluation audit.</p> <p>AND</p> <p>The infractions do not alter the status of a former or current TF.</p>	<p>Three or more cumulative infractions are noted in the mid-cycle records audit and/or the evaluation audit.</p> <p>OR</p> <p>Any infraction alters the status of a former or current TF.</p> <p>OR</p> <p>Immediate action is recommended by CERRA's Account Analyst.</p>