

Final Education Internship Evaluation Rubric Summary
NEWBERRY COLLEGE EDUCATION DEPARTMENT
EARLY CHILDHOOD EDUCATION: 2007-2010 (14)

RUBRIC SCALE: 1-Beginning 2-Developing 3-Proficient 4-Excellent

PLANNING-PERFORMANCE DOMAIN 1	1	2	3	4	Mean
1. Develops learning objectives which are appropriate for the subject and grade level, and are connected appropriately to the standards.		1	10	3	3.14
2. Plans appropriate and logically sequenced instructional strategies.		1	9	4	3.21
3. Plans for differences in individual needs, abilities, and interests.		2	8	4	3.14
4. Plans for appropriate assessment, analysis of results, and maintenance of records.		1	9	4	3.21
5. Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity*.		1	12	1	3.00
INSTRUCTION-PERFORMANCE DOMAIN 2	1	2	3	4	Mean
6. Implements instruction for students using knowledge of content and appropriate standards.		2	6	6	3.29
7. Provides learning experiences that allow students to form connections between the specific subject area and other disciplines.		1	5	8	3.50
8. Assists students in connecting subject matter to everyday life.		1	5	8	3.50
9. Uses instructional judgment in implementation of lessons.		2	7	5	3.21
10. Uses a variety of instructional strategies to actively engage all students.		1	5	8	3.50
11. Integrates technology appropriately into teaching and learning.		2	4	8	3.43
12. Provides learning experiences which encourage critical thinking, problem solving, informed decision-making, and/or creativity.		3	8	3	3.00
13. Uses a variety of assessments to demonstrate student learning and to modify instruction as needed.		3	6	5	3.14
14. Uses appropriate voice tone and inflection to deliver instruction effectively.		3	5	6	3.21
ENVIRONMENT-PERFORMANCE DOMAIN 3	1	2	3	4	Mean
15. Promotes positive, collaborative peer interactions.		1	9	4	3.21
16. Creates and maintains a positive and safe classroom environment conducive for learning.		2	8	4	3.14
17. Demonstrates confidence and poise when managing the classroom environment.		3	6	5	3.14
18. Establishes and maintains effective rules, procedures, and routines.		3	6	5	3.00
19. Provides for smooth transitions between activities and implements introductions and closures in lessons.		3	7	4	3.07
PROFESSIONALISM-PERFORMANCE DOMAIN 4	1	2	3	4	Mean
20. Demonstrates oral, written, and/or nonverbal communication consistent with the expectations of a college graduate.		1	7	6	3.36
21. Creates a positive rapport with students, parents, colleagues, administrators, and supervisors.		2	6	6	3.29
22. Presents self in a professional manner in terms of appearance, attitude, attire, and conduct.			5	9	3.64
23. Is receptive to constructive criticism from mentor teacher, supervisor, and administrators and incorporates feedback.		2	5	7	3.36
24. Discusses lesson plans with the mentor teacher well in advance of the lesson and integrates feedback as appropriate.		2	8	4	3.14
25. Is prepared to teach each day.		1	6	7	3.43
26. Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity in the			8	6	3.43
27. Uses self-reflection to evaluate instruction.		2	4	8	3.43
CONTENT-PERFORMANCE DOMAIN 5	1	2	3	4	Mean
28. Language Arts: Integrates listening, speaking, reading, and writing across a developmental continuum.		2	7	5	3.21
29. Science: Engages students in simple investigations, including making predictions, gathering and interpreting data, recognizing simple problems and drawing conclusions.		1	7	6	3.36
30. Mathematics: Engages students in experiences that include operations, algebra, geometry, measurement, data analysis, and probability.		2	4	8	3.43
31. Social Studies: Provides experiences in geography, history, economics, and social relations/civics across a developmental continuum.		1	6	7	3.43
TOTALS		12 %	48%	40%	3.28