

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

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

<b>PLANNING-PERFORMANCE DOMAIN 1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
1. Develops learning objectives which are appropriate for the subject and grade level, and are connected appropriately to the standards.			9	5	3.36
2. Plans appropriate and logically sequenced instructional strategies.		2	5	7	3.36
3. Plans for differences in individual needs, abilities, and interests.	1	1	9	3	3.00
4. Plans for appropriate assessment, analysis of results, and maintenance of records.		1	7	6	3.36
5. Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity*.		1	7	6	3.36
<b>INSTRUCTION-PERFORMANCE DOMAIN 2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
6. Implements instruction for students using knowledge of content and appropriate standards.			9	5	3.36
7. Provides learning experiences that allow students to form connections between the specific subject area and other disciplines.			11	3	3.21
8. Assists students in connecting subject matter to everyday life.		3	7	4	3.07
9. Uses instructional judgment in implementation of lessons.			9	4	3.07
10. Uses a variety of instructional strategies to actively engage all students.		2	7	5	3.21
11. Integrates technology appropriately into teaching and learning.		1	8	5	3.29
12. Provides learning experiences which encourage critical thinking, problem solving, informed decision-making, and/or creativity.	1		11	2	3.00
13. Uses a variety of assessments to demonstrate student learning and to modify instruction as needed.		1	10	3	3.14
14. Uses appropriate voice tone and inflection to deliver instruction effectively.		1	9	4	3.21
<b>ENVIRONMENT-PERFORMANCE DOMAIN 3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
15. Promotes positive, collaborative peer interactions.		1	6	7	3.43
16. Creates and maintains a positive and safe classroom environment conducive for learning.		1	8	5	3.29
17. Demonstrates confidence and poise when managing the classroom environment.		2	7	5	3.21
18. Establishes and maintains effective rules, procedures, and routines.		1	7	6	3.36
19. Provides for smooth transitions between activities and implements introductions and closures in lessons.			9	5	3.36
<b>PROFESSIONALISM-PERFORMANCE DOMAIN 4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
20. Demonstrates oral, written, and/or nonverbal communication consistent with the expectations of a college graduate.			6	8	3.57
21. Creates a positive rapport with students, parents, colleagues, administrators, and supervisors.		1	4	9	3.57
22. Presents self in a professional manner in terms of appearance, attitude, attire, and conduct.		2	3	9	3.50
23. Is receptive to constructive criticism from mentor teacher, supervisor, and administrators and incorporates feedback.			3	11	3.79
24. Discusses lesson plans with the mentor teacher well in advance of the lesson and integrates feedback as appropriate.		1	5	8	3.79
25. Is prepared to teach each day.		1	4	9	3.57
26. Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity in the school setting.		1	4	9	3.57
27. Uses self-reflection to evaluate instruction.			6	8	3.57
<b>CONTENT-PERFORMANCE DOMAIN 5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
28. English Language Arts: Candidate demonstrates a high level of competence in the use of English Language Arts and knows, understands and uses 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 in many different		1	7	6	3.36
29. Science: Candidate knows, understands and uses fundamental concepts in the subject matter of science- including physical, life, earth and space sciences- as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.		2	7	5	3.21
30. Mathematics: Candidate knows, understands and uses the major concepts, procedures, and reasoning processes of mathematics that define number systems and numbers sense, geometry, measurement, statistics, and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.		2	4	8	3.43

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31. Social Studies: Candidate knows, understands and uses 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.	8	6	3.43	
32. Arts: Candidate knows, understands and uses-as appropriate to their own understanding and skills-the content, functions, and achievements of dance, music, theatre and the several visual arts as primary media for communication, inquiry and insight among elementary students.	1	9	4	3.21
33. Health Education: Candidate knows, understands and uses the major concepts of health education to create opportunities for student development and practice of skills that contribute to good health.	1	8	5	3.29
34. Physical Education: Candidate knows, understands and uses-as appropriate to their own understanding and skills-human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.	1	8	5	3.29

<b>TOTALS</b>	<b>0.42%</b>	<b>6.74%</b>	<b>50.74%</b>	<b>42.11%</b>	<b>3.37</b>
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