

**Final Education Internship Evaluation Rubric Summary**  
**NEWBERRY COLLEGE EDUCATION DEPARTMENT**  
**ENGLISH EDUCATION: SPRING 2009 (2)**

**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.		1	1		2.5
2. Plans appropriate and logically sequenced instructional strategies.	1		1		2.00
3. Plans for differences in individual needs, abilities, and interests.	1		1		2.00
4. Plans for appropriate assessment, analysis of results, and maintenance of records.			1	1	3.50
5. Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity*.			2		3.00
<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.		1	1		2.50
7. Provides learning experiences that allow students to form connections between the specific subject area and other disciplines.	1		1		2.00
8. Assists students in connecting subject matter to everyday life.		1	1		2.50
9. Uses instructional judgment in implementation of lessons.	1			1	2.50
10. Uses a variety of instructional strategies to actively engage all students.		1		1	3.00
11. Integrates technology appropriately into teaching and learning.		1	1		2.50
12. Provides learning experiences which encourage critical thinking, problem solving, informed decision-making, and/or creativity.	1		1		2.00
13. Uses a variety of assessments to demonstrate student learning and to modify instruction as needed.	1		1		2.00
14. Uses appropriate voice tone and inflection to deliver instruction effectively.			2		3.00
<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			1	2.50
16. Creates and maintains a positive and safe classroom environment conducive for learning.	1		1		2.00
17. Demonstrates confidence and poise when managing the classroom environment.		1	1		2.50
18. Establishes and maintains effective rules, procedures, and routines.		1	1		2.50
19. Provides for smooth transitions between activities and implements introductions and closures in lessons.	1		1		2.00
<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.			1	1	3.50
21. Creates a positive rapport with students, parents, colleagues, administrators, and supervisors.			1	1	3.50
22. Presents self in a professional manner in terms of appearance, attitude, attire, and conduct.			1	1	3.50
23. Is receptive to constructive criticism from mentor teacher, supervisor, and administrators and incorporates feedback.				2	4.00
24. Discusses lesson plans with the mentor teacher well in advance of the lesson and integrates feedback as appropriate.		1	1		2.50
25. Is prepared to teach each day.		1	1		2.50
26. Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity in the school setting.			2		3.00
27. Uses self-reflection to evaluate instruction.		1		1	3.00
<b>CONTENT PERFORMANCE DOMAIN 5</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>
28. Designs lessons and instruction that include a variety of periods, authors, themes, audiences, and genres (including literary theory and criticism). (NCTE 3.5)		1		1	3.00
29. Demonstrates knowledge of the range and influence of oral, written, visual literacies (including print and non-print media and technology in contemporary culture). (NCTE 3.6, 4.6)			2		3.00
30. Designs lessons that demonstrate knowledge of, and skills in the use of, the English Language. (NCTE 3.1)		1	1		2.50
31. Incorporates writing exercises that emphasize how written language is adjusted for audience and purpose by using a variety of composing strategies. (NCTE 3.3)			2		3.00
32. Applies knowledge of reading processes to describe and mediate individual literacy needs. (NCTE 3.3)		1	1		2.50
33. Exhibits awareness of and applies research theory in both pedagogy and content. (NCTE 3.1)		1	1		2.50
<b>TOTALS</b>	<b>17%</b>	<b>18.5%</b>	<b>46%</b>	<b>18.5%</b>	<b>2.70</b>