

Final Education Internship Evaluation Rubric Summary
NEWBERRY COLLEGE EDUCATION DEPARTMENT
MATHEMATICS-(2)

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

PLANNING-PERFORMANCE DOMAIN I	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.				2	4.00
2. Plans appropriate and logically sequenced instructional strategies.				2	4.00
3. Plans for differences in individual needs, abilities, and interests.			1	1	3.50
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*.			1		3.00
INSTRUCTION-PERFORMANCE DOMAIN 2	1	2	3	4	Mean
6. Implements instruction for students using knowledge of content and appropriate standards.			1	1	3.50
7. Provides learning experiences that allow students to form connections between the specific subject area and other disciplines.			1	1	3.50
8. Assists students in connecting subject matter to everyday life.			1	1	3.50
9. Uses instructional judgment in implementation of lessons.				2	4.00
10. Uses a variety of instructional strategies to actively engage all students.				2	4.00
11. Integrates technology appropriately into teaching and learning.			1	1	3.50
12. Provides learning experiences which encourage critical thinking, problem solving, informed decision-making, and/or creativity.			2		3.00
13. Uses a variety of assessments to demonstrate student learning and to modify instruction as needed.				2	4.00
14. Uses appropriate voice tone and inflection to deliver instruction effectively.				2	4.00
ENVIRONMENT-PERFORMANCE DOMAIN 3	1	2	3	4	Mean
15. Promotes positive, collaborative peer interactions.				2	4.00
16. Creates and maintains a positive and safe classroom environment conducive for learning.				2	4.00
17. Demonstrates confidence and poise when managing the classroom environment.			1	1	3.50
18. Establishes and maintains effective rules, procedures, and routines.				2	4.00
19. Provides for smooth transitions between activities and implements introductions and closures in lessons.			1	1	3.50
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.				2	4.00
21. Creates a positive rapport with students, parents, colleagues, administrators, and supervisors.				2	4.00
22. Presents self in a professional manner in terms of appearance, attitude, attire, and conduct.				2	4.00
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.				2	4.00
25. Is prepared to teach each day.				2	4.00
26. Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity in the				2	4.00
27. Uses self-reflection to evaluate instruction.				2	4.00
CONTENT-PERFORMANCE DOMAIN 5	1	2	3	4	Mean
28. Candidate appropriately incorporates multiple resources when designing and delivering lessons. (NCTM 6.1, 7.3, 8.1,8.7)			1	1	3.50
29. Candidate reflections (both written and verbal) demonstrate to mentor and supervisor the ability to link instructional decisions to				1	4.00
30. Candidate is able to incorporate meaningful problem solving into instruction (NCTM 7.3, 8.8)			1	1	3.50
TOTALS			20%	80%	3.75