

**Final Education Internship Evaluation Rubric Summary  
NEWBERRY COLLEGE EDUCATION DEPARTMENT  
SOCIAL STUDIES: 2008-2010 (6)**

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

<b>PLANNING-PERFORMANCE DOMAIN I</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.				6	4.00	
2. Plans appropriate and logically sequenced instructional strategies.				6	4.00	
3. Plans for differences in individual needs, abilities, and interests.			3	3	3.50	
4. Plans for appropriate assessment, analysis of results, and maintenance of records.			4	2	3.33	
5. Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity*.			3	3	3.50	
<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.			2	4	3.67	
7. Provides learning experiences that allow students to form connections between the specific subject area and other disciplines.		3		3	3.00	
8. Assists students in connecting subject matter to everyday life.			1	5	3.83	
9. Uses instructional judgment in implementation of lessons.			3	3	3.50	
10. Uses a variety of instructional strategies to actively engage all students.		2	1	3	3.17	
11. Integrates technology appropriately into teaching and learning.			1	5	3.83	
12. Provides learning experiences which encourage critical thinking, problem solving, informed decision-making, and/or creativity.		2		4	3.33	
13. Uses a variety of assessments to demonstrate student learning and to modify instruction as needed.			2	4	3.67	
14. Uses appropriate voice tone and inflection to deliver instruction effectively.			4	2	3.33	
<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.			4	2	3.33	
16. Creates and maintains a positive and safe classroom environment conducive for learning.				6	4.00	
17. Demonstrates confidence and poise when managing the classroom environment.			3	3	3.50	
18. Establishes and maintains effective rules, procedures, and routines.			1	5	3.83	
19. Provides for smooth transitions between activities and implements introductions and closures in lessons.			5	1	3.17	
<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.			2	4	3.67	
21. Creates a positive rapport with students, parents, colleagues, administrators, and supervisors.		1		5	3.67	
22. Presents self in a professional manner in terms of appearance, attitude, attire, and conduct.				6	4.00	
23. Is receptive to constructive criticism from mentor teacher, supervisor, and administrators and incorporates feedback.				6	4.00	
24. Discusses lesson plans with the mentor teacher well in advance of the lesson and integrates feedback as appropriate.				6	4.00	
25. Is prepared to teach each day.			1	5	3.83	
26. Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity in the school setting.				6	4.00	
27. Uses self-reflection to evaluate instruction.		1	1	4	3.50	
<b>CONTENT-PERFORMANCE DOMAIN 4 (scores only available for 5 students)</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Mean</b>	
28. General content was factual and presented in an accurate way.				5	4.00	
29. Content was linked to previous Social Studies learning.			1	4	3.80	
30. Content was related to other Social Studies disciplines.		1		4	3.60	
31. Interdisciplinary Thematic Standards are incorporated appropriately in the lessons.		2		3	3.20	
<b>TOTAL</b>			<b>7%</b>	<b>23%</b>	<b>70%</b>	<b>3.64</b>