

WCU TEACHER EDUCATION INTERNSHIP I GRADING RUBRIC
To be completed by the field supervisor, using input from multiple sources.

Intern:	Field Supervisor:	Semester:
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PROFESSIONALISM	Check One
<p><i>As defined in NC Professional Teaching Standards, LEA/IHE Certification of Teaching Capacity, & WCU Teacher Candidate Dispositions.</i></p> <p>EMERGING: Unresolved and/or significant issues related to professionalism.</p> <p>These issues include one or more of the following: Excessive absences, tardies, or early departures. A negative demeanor. Untrustworthy. Breaks confidentiality. Negative interpersonal relationships. Cultural unresponsiveness. Lacking in self-control. Ineffective collaboration or communication. Inappropriate decision-making. Inappropriate use of Social Networking or texting. Inappropriate professional appearance.</p>	
<p>PROFICIENT: By the end of the semester, the candidate demonstrates satisfactory professionalism.</p> <p>The candidate has few issues being present, punctual, and/or engaged. The candidate almost always projects a positive demeanor and serves as a positive role-model. Trustworthy. Maintains confidentiality. The candidate is able to build positive interpersonal relationships. The candidate is able to demonstrate cultural responsiveness on a regular basis. Demonstrates emotional and social self-control. Collaborates effectively. Uses effective communication on a regular basis. Reliably engages in appropriate decision-making. Professional appearance. Demonstrates high ethical standards and upholds the Code of Ethics for NC Educators and the Standards for Professional Conduct. It is possible that there were some issues related to professionalism that have been resolved.</p>	
<p>ACCOMPLISHED: Consistent professionalism throughout the semester.</p> <p>Candidate consistently has demonstrated high ethical standards and upholds the Code of Ethics for NC Educators and the Standards for Professional Conduct. The candidate is present, punctual, and engaged. The candidate maintains a positive demeanor and serves as a positive role-model. Trustworthy. Maintains confidentiality. The candidate easily builds and maintains positive interpersonal relationships. The candidate models cultural responsiveness and consistently demonstrates emotional and social self-control. Collaborates effectively. Effective communication styles are employed at all times. Engages in appropriate decision-making. Professional appearance is a model for others. Overall consistent professionalism throughout the semester.</p>	

COMMENTS (Required if Emerging, Otherwise Optional):

<p style="text-align: center;">PREPAREDNESS</p> <p style="text-align: center;"><i>As defined in the Clinical Practice Handbook and the <u>WCU Teacher Candidate Dispositions</u>.</i></p>		<p style="text-align: center;">Check One</p>
<p>EMERGING: A pattern of unpreparedness.</p> <p>Assignments, lesson plans, reflections and video have not been completed or have been submitted late more than twice. Instructional materials unprepared or unorganized or required significant revision before use on more than two occasions.</p>		
<p>PROFICIENT: Mostly prepared and accountable.</p> <p>Assignments, including lesson plans, reflections and video, usually submitted on time and have not been late more than twice. For announced formal observations, plans submitted to CT, US, and AS at least 2 days prior to observation. Most instructional materials prepared in advance and ready-to-use for lessons. It is possible that there were some issues related to preparedness that have been resolved.</p>		
<p>ACCOMPLISHED: Consistently prepared and accountable.</p> <p>Assignments, including lesson plans, reflections, and video, consistently submitted on time. For announced formal observations, plans submitted to CE, FS, and AS at least 2 days prior to observation. All instructional materials prepared in advance and ready-to-use for lessons.</p>		

COMMENTS (Required if Emerging, Otherwise Optional):

PLANNING		Check One
<i>As defined in <u>NC Professional Teaching Standards</u> and <u>LEA/IHE Certification of Teaching Capacity</u></i>		
<p>EMERGING: Unresolved or significant issue with planning.</p> <p style="padding-left: 40px;">Has not shown the ability to create satisfactory plans that meet program-specific guidelines.</p>		
<p>PROFICIENT: By the end of the semester, the candidate satisfactorily plans.</p> <p style="padding-left: 40px;">Has shown the ability to create satisfactory plans that meet program-specific guidelines. It is possible that there have been some issues related to planning that have been resolved.</p>		
<p>ACCOMPLISHED: Consistent, quality planning.</p> <p style="padding-left: 40px;">Plans consistently meet program-specific guidelines.</p>		

COMMENTS (Required if Emerging, Otherwise Optional):

CLASSROOM CLIMATE AND CULTURE <i>As defined in <u>NC Professional Teaching Standards</u> and <u>LEA/IHE Certification of Teaching Capacity</u></i>		Check One
<p>EMERGING: Unresolved or significant issues related to classroom climate and culture.</p> <p style="padding-left: 40px;">Issues with classroom management, safety, relationships with students, and/or communication with students.</p>		
<p>PROFICIENT: By the end of the semester, the candidate demonstrates satisfactory performance related to classroom climate and culture.</p> <p style="padding-left: 40px;">Has shown the ability to maintain a safe and orderly classroom that facilitates learning when provided the opportunity. It is possible that there were some issues related to classroom climate and culture that have been resolved.</p>		
<p>ACCOMPLISHED: Consistent, quality performance related to classroom climate and culture.</p> <p style="padding-left: 40px;">Maintains a safe and orderly classroom that facilitates learning, when given the opportunity. Conveys high expectations of every student. Uses a variety of methods to communicate these expectations.</p>		

COMMENTS (Required if Emerging, Otherwise Optional):

<p style="text-align: center;">INSTRUCTION</p> <p style="text-align: center;"><i>As defined in <u>NC Professional Teaching Standards</u> and <u>LEA/IHE Certification of Teaching Capacity</u></i></p>	<p style="text-align: center;">Check One</p>
<p>EMERGING: Unresolved or significant issues with instructional expertise.</p> <p>Significantly lacking in one or more of the following ways: Instruction is not engaging or clear. Frequent inaccurate lesson content. Lessons not appropriately aligned with the <i>North Carolina Standard Course of Study/Common Core Standards</i>. Lacks variety of materials and lesson formats.</p>	
<p>PROFICIENT: By the end of the semester, the candidate proficiently demonstrates instructional expertise.</p> <p>Demonstrates the ability for instruction to be engaging. Mostly or all accurate lesson content. Aligns lessons with the <i>North Carolina Standard Course of Study/Common Core Standards</i>. Utilizes a variety of materials and lesson formats. It is possible that there have been some issues related to instructional expertise that have been resolved.</p>	
<p>ACCOMPLISHED: Consistent, quality instruction.</p> <p>Instruction is frequently engaging and typically reflects best practice. Consistently accurate content. Consistent alignment of lessons with the <i>North Carolina Standard Course of Study/Common Core Standards</i>. Instruction encourages diversity in the school community and the world. Utilizes a variety of materials and lesson formats. Encourages student curiosity, instructs in ways that meet the needs of all students and that develop critical thinking and 21st century skills.</p>	

COMMENTS (Required if Emerging, Otherwise Optional):

EVALUATION <i>As defined in <u>NC Professional Teaching Standards</u> and <u>LEA/IHE Certification of Teaching Capacity</u></i>		Check One
<p>EMERGING: Unresolved or significant issues with evaluation.</p> <p>Significantly lacking in one or more of the following ways: Has not shown the ability to monitor and/or evaluate student learning. Has not shown the ability to use data to inform instruction.</p>	<input type="checkbox"/>	
<p>PROFICIENT: By the end of the semester, the candidate satisfactorily evaluates.</p> <p>Has shown the ability to monitor and evaluate student learning. Has considered ways to use evaluation data to shape and drive instruction. It is possible that there have been some issues related to evaluation that have been resolved.</p>	<input type="checkbox"/>	
<p>ACCOMPLISHED: Consistent, quality evaluation.</p> <p>When given the opportunity, uses a variety of formative and summative indicators to monitor and evaluate student learning. Considers students' progress towards 21st century skills. Frequently considers ways evaluation data could shape and drive instruction.</p>	<input type="checkbox"/>	

COMMENTS (Required if Emerging, Otherwise Optional):

<p style="text-align: center;">IMPACT ON STUDENT LEARNING</p> <p style="text-align: center;"><i>As defined in <u>NC Professional Teaching Standards</u> and <u>LEA/IHE Certification of Teaching Capacity</u></i></p>	<p style="text-align: center;">Check One</p>
<p>EMERGING: Unresolved or significant issues with impact on student learning.</p> <p>Significantly lacking in one or more of the following ways: Does not know about, implement, and/or adhere to policies and practices positively affecting students' learning. Missed opportunities to cooperate with specialists in ways appropriate to program / teaching field / needs of students. Does not use resources to support the special needs of students.</p>	
<p>PROFICIENT: By the end of the semester, the candidate satisfactorily impacts student learning.</p> <p>Has shown the ability to follow policies and practices positively affecting students' learning. Has cooperated with specialists in ways appropriate to program / teaching field / needs of students. Has used research-verified strategies to provide effective learning activities for students with special needs. It is possible that there have been some issues related to impact on student learning that have been resolved.</p>	
<p>ACCOMPLISHED: Consistent, positive impact on student learning.</p> <p>When given the opportunity, consistently follows policies and practices positively affecting students' learning. Has on multiple occasions cooperated with specialists in ways appropriate to program/ teaching field / needs of students. Has frequently used research-verified strategies to provide effective learning activities for students with special needs.</p>	

COMMENTS (Required if Emerging, Otherwise Optional):

REFLECTION		Check One
<i>As defined in NC Professional Teaching Standards and LEA/IHE Certification of Teaching Capacity and seen in required reflections</i>		
<p>EMERGING: Unresolved or significant issues with reflection.</p> <p>Significantly lacking in one or more of the following ways: Does not meet program-specific reflection guidelines. Does not show the ability to investigate or consider approaches to improve teaching and learning.</p>	<input type="checkbox"/>	
<p>PROFICIENT: By the end of the semester, the candidate reflects satisfactorily.</p> <p>Meets program-specific reflection guidelines. Thinks about student learning. Has shown the ability to investigate and consider approaches to improve teaching and learning. It is possible that there have been some issues related to reflection that have been resolved.</p>	<input type="checkbox"/>	
<p>ACCOMPLISHED: Consistent, quality reflection.</p> <p>Consistently meets program-specific reflection guidelines. Consistently thinks systematically and critically about student learning and about self as a developing teacher. Actively investigates and considers approaches to improve teaching and learning. Adapts practice based on data.</p>	<input type="checkbox"/>	

COMMENTS (Required if Emerging, Otherwise Optional):

INTERNSHIP I LETTER GRADE DETERMINATION

# Emerging:	# Proficient:	# Accomplished:
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Letter Grade	CRITERIA	Check One
A	Overall <i>excellent</i> performance as indicated by: <ul style="list-style-type: none"> Accomplished performance in at least 3 rubric categories Proficient performance in all remaining rubric categories (e.g., no Emerging rubric scores) 	<input type="checkbox"/>
B	Overall <i>good</i> performance as indicated by: <ul style="list-style-type: none"> Accomplished performance in 1-2 rubric categories Proficient performance in all remaining rubric categories (e.g., no Emerging rubric scores) 	<input type="checkbox"/>
C	Overall <i>satisfactory</i> performance as indicated by: <ul style="list-style-type: none"> Emerging performance in 1 or 2 rubric categories Proficient or Accomplished performance in all remaining rubric categories 	<input type="checkbox"/>
D	Overall <i>poor</i> performance as indicated by: <ul style="list-style-type: none"> Emerging performance in 3 rubric categories Proficient or Accomplished performance in all remaining rubric categories 	<input type="checkbox"/>
F	Overall <i>unsatisfactory</i> performance as indicated by: <ul style="list-style-type: none"> Emerging performance in 4 or more rubric categories In some cases, unsatisfactory performance will also be indicated by removal from Internship I 	<input type="checkbox"/>

Note: + and – grades may be used at the Field Supervisor’s discretion.

Final Grade: _____

COMMENTS (Required if D or F, Otherwise Optional):