

WESTERN CAROLINA UNIVERSITY TEACHER EDUCATION INTERNSHIP II GRADING RUBRIC

To be completed by the Field Supervisor, using input from multiple sources.

Intern:	Field Supervisor:	Semester:
---------	-------------------	-----------

PROFESSIONALISM	Check One
<p style="text-align: center; font-size: small;"><i>As defined in NC Professional Teaching Standards, LEA/IHE Certification of Teaching Capacity, & Educator Disposition Assessment (EDA).</i></p> <p>UNSATISFACTORY: Unresolved and/or significant issues related to professionalism.</p> <p style="font-size: small;">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>	<input type="checkbox"/>
<p>PROFICIENT: By the end of the semester, the candidate demonstrates satisfactory professionalism.</p> <p style="font-size: small;">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>	<input type="checkbox"/>
<p>ACCOMPLISHED: Consistent professionalism throughout the semester.</p> <p style="font-size: small;">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>	<input type="checkbox"/>

COMMENTS (Required if Unsatisfactory, Otherwise Optional):

PREPAREDNESS		Check One
<i>As defined in the Student Clinical Practice Handbook and the Educator Disposition Assessment (EDA).</i>		
<p>UNSATISFACTORY: A pattern of unpreparedness.</p> <p>Assignments, lesson plans, and reflections 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 and reflections, usually submitted on time and have not been late more than twice. Most instructional materials prepared in advance and ready-to-use for lessons with little revision. 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 and reflections, consistently submitted on time. For announced formal observations, plans submitted to CE, US, and AS at least 2 days prior to observation. All instructional materials prepared in advance and ready-to-use for lessons with little revision.</p>		

COMMENTS (Required if Unsatisfactory, Otherwise Optional):

PLANNING AND INSTRUCTIONAL EXPERTISE <i>As defined in NC Professional Teaching Standards and LEA/IHE Certification of Teaching Capacity</i>		Check One
<p>UNSATISFACTORY: Unresolved or significant issues with planning and instructional expertise.</p> <p>Significantly lacking in one or more of the following ways: Plans do not meet program-specific requirements. Lacking strategies based on the North Carolina Standard Course of Study. Lacking content knowledge appropriate to area of specialty. Limited points of view or instructional methods. Limited opportunities for students to engage in critical thinking, problem solving, and/or collaborative work.</p>		
<p>PROFICIENT: By the end of the semester, the candidate proficiently demonstrates planning and instructional expertise.</p> <p>By the end of the semester: Plans meet program-specific requirements and the narrative is clear and concise. Develops and applies strategies based on standards. Expands content knowledge over the course of the student teaching experience. Incorporates different points of view and a variety of instructional methods. Some meaningful opportunities for students to engage in critical thinking, problem solving, and/or collaborative work. It is possible that there were some issues related to planning and instructional expertise that have been resolved.</p>		
<p>ACCOMPLISHED: Consistent, quality planning and instruction.</p> <p>Plans consistently meet program-specific requirements, and are clear and thorough. Develops and applies innovative instructional strategies, based on Standards, in order to make the curriculum balanced, rigorous and relevant. Demonstrates a high level of content knowledge throughout student teaching. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity. Uses materials and methods that counteract stereotypes and acknowledges the contribution of all cultures. Incorporates different points of view and a variety of instructional methods. Integrates effective literacy instruction throughout the curriculum and across content areas, 21st century skills and content, and technology. Helps students develop critical thinking and problem-solving skills. Helps student work collaboratively.</p>		

COMMENTS (Required if Unsatisfactory, Otherwise Optional):

CLASSROOM CLIMATE AND CULTURE <i>As defined in NC Professional Teaching Standards and LEA/IHE Certification of Teaching Capacity</i>		Check One
<p>UNSATISFACTORY: 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;">Maintains a safe and orderly classroom that facilitates student learning. Uses positive management of student behavior. Establishes positive relationships with students. Conveys high expectations of every student. Communicates effectively with most students. 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;">Consistently maintains a safe and orderly classroom that facilitates learning. Uses positive management of student behavior. Establishes positive, nurturing relationships with students within a positive, nurturing learning environment. Conveys high expectations of every student. Communicates effectively with all students. Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</p>		

COMMENTS (Required if Unsatisfactory, Otherwise Optional):

EVALUATION AND ASSESSMENT <i>As defined in NC Professional Teaching Standards and LEA/IHE Certification of Teaching Capacity</i>		Check One
<p>UNSATISFACTORY: Unresolved or significant issues with evaluation and assessment.</p> <p>Significantly lacking in one or more of the following ways: Monitoring and/or evaluating student progress. Using data to inform instruction.</p>		
<p>PROFICIENT: By the end of the semester, the candidate satisfactorily evaluates and assesses.</p> <p>Monitors and evaluates students' progress to inform instruction. Uses data to provide ideas about what can be done to improve students' learning. It is possible that there were some issues related to evaluation and assessment that have been resolved.</p>		
<p>ACCOMPLISHED: Consistent, quality evaluation and assessment.</p> <p>Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. Provides evidence that students attain 21st century knowledge, skills, and dispositions. Uses data to provide ideas about what can be done to improve students' learning.</p>		

COMMENTS (Required if Unsatisfactory, Otherwise Optional):

IMPACT ON STUDENT LEARNING <i>As defined in NC Professional Teaching Standards and LEA/IHE Certification of Teaching Capacity</i>		Check One
<p>UNSATISFACTORY: 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. Inability to cooperate with specialists. Do not use resources to support the special needs of students. Has not shown the ability to use research-verified strategies to provide effective learning activities for students with special needs.</p>		
<p>PROFICIENT: By the end of the semester, the candidate satisfactorily impacts student learning.</p> <p>Implements and adheres to policies and practices positively affecting students' learning. Has shown the ability to cooperate with specialists and use resources to support the special needs of students. Has shown the ability to use research-verified strategies to provide effective learning activities for students with special needs. It is possible that there were some issues related to impact on student learning that have been resolved.</p>		
<p>ACCOMPLISHED: Consistent, positive impact on student learning.</p> <p>Consistently implements and adheres to policies and practices positively affecting students' learning. Frequently cooperates with specialists and uses resources to support the special needs of all students. Frequently uses research-verified strategies to provide effective learning activities for students with special needs.</p>		

COMMENTS (Required if Unsatisfactory, 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>UNSATISFACTORY: 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. Rarely, if ever, considers what students are learning and what could be done to improve student achievement. Does not show the ability to investigate or consider approaches to improve teaching and learning.</p>		
<p>PROFICIENT: By the end of the semester, the candidate reflects satisfactorily.</p> <p>Consistently meets program-specific reflection guidelines. Thinks about student learning. Considers what and why students are learning and what could be done to improve student achievement. Has shown the ability to investigate and consider approaches to improve teaching and learning. Has shown the ability to adapt practice based on data. It is possible that there were some issues related to reflection that have been resolved.</p>		
<p>ACCOMPLISHED: Consistent, quality reflection.</p> <p>Always meets program-specific reflection guidelines. Consistently thinks systematically and critically about student learning. Considers what and why students are learning and what could be done to improve student achievement. Actively investigates and considers approaches to improve teaching and learning. Adapts practice based on data. Actively reflects on growth and roles as a professional educator.</p>		

COMMENTS (Required if Unsatisfactory, Otherwise Optional):

<p style="text-align: center;">edTPA <i>As evaluated by edTPA scorer</i></p>	<p style="text-align: center;">Check One</p>
<p>UNSATISFACTORY: edTPA portfolio not submitted to Pearson or, if the first submission did not receive a passing score, did not resubmit portfolio according to the recommendations of the seminar instructor and/or academic supervisor prior. (This will lead to an internship grade of D or F. Note that a grade of C or better is required for program completion and graduation.)</p>	
<p>PROFICIENT: edTPA portfolio submitted to Pearson and received a passing score or, if not passing, resubmitted according to the recommendations of the seminar instructor and/or academic supervisor.</p>	
<p>ACCOMPLISHED: edTPA portfolio submitted to Pearson and received a highly-qualified score on first submission. The highly-qualified scores as set by the NC State Board of Education are:</p> <ul style="list-style-type: none"> • <i>For handbooks with 18 rubrics: 57</i> • <i>For handbooks with 15 rubrics: 48</i> • <i>For handbooks with 13 rubrics: 42</i> 	

WCU score interpretation for internship rubric:

- 0 or “I”- the student received too many condition codes to have a final score, which counts as not passing.
- Below 38 – the student did not pass our cut score and must resubmit.
- Between 38 and 47 - the student passed at the Proficient level.
- 48 or higher – the student passed at the highest Accomplished level.

COMMENTS (Required if Unsatisfactory, Otherwise Optional):

INTERNSHIP II LETTER GRADE DETERMINATION

# Unsatisfactory:	# Proficient:	# Accomplished:
-------------------	---------------	-----------------

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 5 rubric categories ● Proficient performance in all remaining rubric categories (no Unsatisfactory rubric scores) 	
B	Overall <i>good</i> performance as indicated by: <ul style="list-style-type: none"> ● Accomplished performance in 1-4 rubric categories ● Proficient performance in all remaining rubric categories (no Unsatisfactory rubric scores) 	
C	Overall <i>satisfactory</i> performance as indicated by: <ul style="list-style-type: none"> ● Proficient performance in all rubric categories (no Unsatisfactory rubric scores) 	
D	Overall <i>poor</i> performance as indicated by: <ul style="list-style-type: none"> ● Unsatisfactory performance in 1 or 2 rubric categories ● Proficient or Accomplished performance in all remaining rubric categories 	
F	Overall <i>unsatisfactory</i> performance as indicated by: <ul style="list-style-type: none"> ● Unsatisfactory performance in 3 or more rubric categories ● In some cases, unsatisfactory performance will also be indicated by removal from Internship II/Student Teaching 	

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

Final Grade: _____

COMMENTS (Required if D or F or if grade lowered due to professionalism and/or dispositions, Otherwise Optional):