Internship Assessment Rubric

Directions: The following rubric is to be used as a guide to determine the score for the Midpoint and Final Internship Assessment Summary Sheets. Interns must earn a Proficient rating by the final to earn a passing grade.

SFSC BSEE Students: S/U (At least all Ps by Final)

FEAP/	Possible Evidence	Exemplary (E)	Proficient (P)	Developing (D)	Needs Improvement (N)
Indicator Instructional	Evidence				(14)
Design and					
Lesson					
Planning					
1.a.	ISL Project	Aligns instruction with	Aligns	Inconsistently	Does not
		state-adopted	instruction with	aligns instruction	demonstrate
	Lesson Plans	standards and	state-adopted	with state-adopted	understanding of
		demonstrates keen	standards at the	standards with	state-adopted
		awareness of	appropriate	inappropriate	standards and
	Observation	developmentally	level of rigor.	rigor.	appropriate rigor.
	Instrument	appropriate rigor.			
1.b.	ISL Project	Sequences lessons and	Sequences	Inconsistently	Does not
		concepts in a	lessons and	sequences lessons	demonstrate
	Lesson Plans	comprehensive	concepts to	and concepts to	understanding of
		manner with a broad	ensure	ensure coherence	lesson sequence
		understanding of	coherence and	and required prior	and required prior
	Observation	scope and sequence.	required prior	knowledge.	knowledge.
	Instrument		knowledge		
1.c.	ISL Project	Designs instruction for	Designs	Inconsistently	Does not
		students to achieve	instruction for	designs instruction	demonstrate
	Lesson Plans	mastery and	students to	for students to	understanding of
		demonstrates keen	achieve	achieve mastery.	designing
		understanding of	mastery.		instruction to
	Observation Instrument	student mastery.			achieve mastery.
1.d.	ISL Project	Selects alternative	Selects	Inconsistently	Consistently
1.u.	152110jeet	assessments and	appropriate	selects appropriate	selects
		monitors learning with	formative	formative	inappropriate
	Lesson Plans	a comprehensive	assessments to	assessments to	formative
		understanding of	monitor	monitor learning.	assessments to
	Observation	student learning.	learning.	momtor rearming.	monitor learning.
	Instrument	student rearming.	icarining.		monitor rearming.
1.e.	ISL Project	Uses diagnostic	Uses diagnostic	Inconsistently uses	Consistently does
		student data to plan for	student data to	diagnostic data to	not use diagnostic
	Lesson Plans	fluid and flexible	plan lessons.	plan lessons.	student data to
	Lobbon I min	grouping of students.			plan lessons.
	Observation				
	Instrument				

1.f.	ISL Project	Develops unique and	Develops	Inconsistently	Consistently
		challenging learning	learning	develops learning	develops learning
	Lesson Plans	experiences that	experiences that	experiences that	experiences that
	Lesson I uns	require students to	require students	require students to	do not require
		demonstrate a variety	to demonstrate	demonstrate a	students to
	Observation	of applicable skills	a variety of	variety of	demonstrate a
	Instrument	and competencies that	applicable skills	applicable skills	variety of
		incorporate higher-	and	and competencies;	applicable skills
		order thinking and	competencies.	learning	and
		non-traditional		experiences tend to	competencies.
		methods of learning.		be one dimension.	

FEAP/ Indicator	Possible Evidence	Exemplary (E)	Proficient (P)	Developing (D)	Needs Improvement (N)
The Learning Environment					
2.a.	ISL Project Lesson Plans	Organizes, allocates and manages the resources of time,	Organizes, allocates and manages the	Inconsistently organizes, allocates and	Does not organize, allocate, nor manage the
	Observation	space, and attention, to facilitate enriched learning and alternative	resources of time, space, and attention.	manages the resources of time, space and	resources of time, space, and attention.
	Instrument	instruction.	attention.	attention.	attention.
2.b.	ISL Project	Manages individual and class behaviors through a well-planned	Manages individual and class behaviors	Inconsistently manages class behaviors through	Does not manage individual and class behaviors
	Lesson Plans	management system that is student-led and	through a well- planned	a planned management	through a well- planned
	Observation Instrument	driven.	management system.	system.	management system.
2.c.	ISL Project	Creates an environment where all students are	Conveys high expectations to	Inconsistently conveys high	Does not convey high expectations
	Lesson Plans	engaged, enriched, and demonstrate exponential growth.	all students.	expectations to all students.	to all students.
	Observation Instrument				
2.d.	ISL Project Lesson Plans	Empathizes, promotes, advocates, and facilitates development	Respects students' cultural,	Inconsistently respects students' cultural, linguistic,	Does not respect students' cultural, linguistic, and
	Observation	of students' cultural, linguistic, and family background.	linguistic, and family background.	and family background	family background.
	Instrument			T	D
2.e.	ISL Project Lesson Plans	Exceptional modeling of clear, acceptable oral and written	Models clear, acceptable oral and written	Inconsistently models clear, acceptable oral and	Does not model clear, acceptable oral and written
	Observation	communication skills.	communication skills.	written communication skills.	communication skills.
2.f.	Instrument ISL Project	Exceptional facilitation	Maintains a	Inconsistently	Does not maintain
2.1.	Lesson Plans	of openness, inquiry, fairness and support.	climate of openness, inquiry, fairness	maintains a climate of openness, inquiry,	a climate of openness, inquiry, fairness and
	Observation		and support.	fairness and support.	support.
	Instrument				

2.g.	ISL Project	Engages students in	Integrates	Inconsistently	Does not integrate
Ü		facilitated learning by	current	integrates current	current
	Lesson Plans	integrating current	information and	information and	information and
	Lesson I uns	information and	communication	communication	communication
		communication	technologies.	technologies.	technologies.
	Observation	technologies for			
	Instrument	student			
2.h.	ISL Project	Consistently	Adapts the	Inconsistently	Does not adapt
		differentiates	learning	adapts the learning	the learning
	Lesson Plans	instruction to	environment to	environment to	environment to
		accommodate differing	accommodate	accommodate the	accommodate the
		needs of diversity of	the differing	differing needs and	differing needs
	Observation Instrument	students through fluid	needs and	diversity of	and diversity of
	Instrument	and flexible grouping.	diversity of	students.	students.
			students.		
2.i.	ISL Project	Utilizes current and	Utilizes current	Inconsistently	Does not utilize
		emerging assistive	and emerging	utilizes current and	current and
	Lesson Plans	technologies that	assistive	emerging assistive	emerging
		engage students in self-	technologies	technologies that	assistive
	Observation	driven, high-quality communication	that enable	enable students to	technologies that
	Instrument	interactions to achieve	students to	participate in high-	enable students to
			participate in	quality communication	participate in
		their educational goals.	high-quality communication	interactions and	high-quality communication
			interactions and	achieve their	interactions and
			achieve their	educational goals.	achieve their
			educational	cuucational goals.	educational goals.
			goals.		cuicational goals.

FEAP/	Possible Evidence	Exemplary (E)	Proficient (P)	Developing (D)	Needs Improvement
Indicator	Evidence				(N)
Instructional Delivery and Facilitation					
3.a.	ISL Project Lesson Plans	Facilitates exceptional lessons through student-driven, and highly engaging	Delivers engaging and challenging lessons.	Inconsistently delivers engaging and challenging lessons.	Does not deliver engaging and challenging lessons.
	Observation Instrument	alternative instruction.	10000100		10000000
3.b.	ISL Project Lesson Plans	Exceptionally deepens and enriches students' understanding through content area literacy	Deepens and enriches students' understanding	Inconsistently deepens and enriches students' understanding	Does not deepen or enrich students' understanding through content
	Observation Instrument	strategies, verbalization of thought, and application of the subject matter.	through content area literacy strategies, verbalization of thought, and application of the subject matter.	through content area literacy strategies, verbalization of thought, and application of the subject matter.	area literacy strategies, verbalization of thought, and application of the subject matter.
3.c.	ISL Project Lesson Plans	Consistently identifies gaps in students' subject matter knowledge with keen	Identify gaps in students' subject matter knowledge.	Inconsistently identifies gaps in students' subject matter knowledge.	Does not identify gaps in students' subject matter knowledge.
	Observation Instrument	analysis of student progress.			
3.d.	ISL Project Lesson Plans	Modifies instruction to respond to preconceptions or misconceptions in an exceptionally efficient	Modifies instruction to respond to preconceptions or	Inconsistently modifies instruction to respond to preconceptions or	Does not modify instruction to respond to preconceptions or misconceptions.
	Observation Instrument	and effective manner.	misconceptions.	misconceptions.	F
3.e.	ISL Project Lesson Plans	Exceptionally intertwines subject matter through high level integration and	Relates and integrates the subject matter with other	Inconsistently relates and integrates the subject matter with	Does not relate and integrate the subject matter with other
	Observation Instrument	interdisciplinary approaches.	disciplines and life experiences.	other disciplines and life experiences.	disciplines and life experiences.

3.f.	ISL Project Lesson Plans Observation Instrument	Facilitates higher- order thinking through exceptional, meaningful and mindful questioning techniques.	Employs higher-order questioning techniques.	Inconsistently employs higher-order questioning techniques.	Does not employ higher-order questioning techniques.
3.g.	ISL Project Lesson Plans Observation Instrument	High-level application of varied instructional strategies and resources to provide comprehensible instruction at complex levels and to teach for student understanding, using exceptional resources and alternative methods of instruction.	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.	Inconsistently applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.	Does not apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding.
3.h.	ISL Project Lesson Plans Observation Instrument	Exceptional differentiation of student learning based on high-level assessment of student needs and recognition of individual differences.	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students.	Inconsistently differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students.	Does not differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.
3.i.	ISL Project Lesson Plans Observation Instrument	Facilitates immediate and specific feedback through effective peer interaction, and high- quality cooperative learning.	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement.	Inconsistently supports, encourages, and provides immediate and specific feedback to students to promote student achievement.	Does not support, encourage, and provide immediate and specific feedback to students to promote student achievement.
3.j.	ISL Project Lesson Plans Observation Instrument	Facilitates student feedback and monitoring to adjust instruction based upon high-quality and exceptional orchestration of differentiated instruction.	Utilizes student feedback to monitor instructional needs and to adjust instruction.	Inconsistently utilizes student feedback to monitor instructional needs and to adjust instruction.	Does not utilize student feedback to monitor instructional needs and to adjust instruction.

FEAP/ Indicator	Possible Evidence	Exemplary (E)	Proficient (P)	Developing (D)	Needs Improvement (N)
Assessment					
4.a.	ISL Project Lesson Plans	Demonstrates exceptional analysis of data assessments	Analyzes and applies data from multiple	Inconsistently analyzes and applies data from	Does not analyze and apply data from multiple
	Observation	from multiple sources and measures to	assessments and measures to diagnose students'	multiple assessments and measures to	assessments and measures to diagnose students'
	Instrument	diagnose students' learning needs to inform instruction based on those needs.	learning needs, informs instruction based on those needs, and drives the learning process.	diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.	learning needs, informs instruction based on those needs, and drives the learning process.
4.b.	ISL Project Lesson Plans	Designs and aligns non-traditional formative and	Designs and aligns formative and summative	Inconsistently designs and aligns formative and	Does not design and align formative and
	Observation	summative assessments that match learning	assessments that match learning objectives and	summative assessments that match learning	summative assessments that match learning
	Instrument	objectives and lead to mastery.	lead to mastery.	objectives and lead to mastery.	objectives and lead to mastery.
4.c.	ISL Project Lesson Plans	Uses a variety of sophisticated assessment tools to monitor student	Uses a variety of assessment tools to monitor student progress,	Uses limited assessment tools to monitor student progress,	Does not use a variety of assessment tools to monitor student
	Observation Instrument	progress, achievement and learning gains.	achievement and learning gains.	achievement and learning gains.	progress, achievement and learning gains.
4.d.	ISL Project	Exceptionally modifies	Modifies assessments and	Inconsistently modifies	Does not modify assessments and
	Lesson Plans	assessments and testing condition to accommodate	testing conditions to accommodate learning styles	assessments and testing conditions to accommodate	testing conditions to accommodate learning styles
	Observation Instrument	learning styles and varying levels of knowledge.	and varying levels of knowledge.	learning styles and varying levels of knowledge.	and varying levels of knowledge.
4.e.	ISL Project Lesson Plans	Frequently and consistently shares the importance and	Shares the importance and outcome of	Inconsistently shares the importance and	Does not share the importance and outcome of
	Observation 0	outcome of student assessment data with the student and the	student assessment data with the student	outcome of student assessment data with the student	student assessment data with the student
	Instrument	student's parent(s)/ caregiver(s); exceptional parent interaction	and the student's parent(s)/ caregiver(s)	and the student's parent(s)/ caregiver(s); limited parent interaction	and the student's parent(s)/ caregiver(s); minimal parent interaction

4.f.	ISL Project Lesson Plans Observation Instrument	Exceptional skills in applying technology to organize and integrate assessment information.	Applies technology to organize and integrate assessment information.	Inconsistently applies technology to organize and integrate assessment information.	Does not apply technology to organize and integrate assessment information.

FEAP/ Indicator	Possible Evidence	Exemplary (E)	Proficient (P)	Developing (D)	Needs Improvement (N)
Continuous Professional Improvement					
1.a.	ISL Project PDP	Designs exceptional, purposeful, and professional goals to strengthen the effectiveness of instruction based on students' needs.	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	Limited design of purposeful and professional goals to strengthen the effectiveness of instruction based on students' needs.	Does not design goals that are purposeful and professional to strengthen the effectiveness of instruction based on students' needs.
1.b.	ISL Project PDP Observation Instrument	Examines and uses cutting-edge, data-informed research to improve instruction and student achievement.	Examines and uses data-informed research to improve instruction and student achievement	Inconsistently examines and uses data-informed research to improve instruction and student achievement	Does not uses data-informed research to improve instruction and student achievement.
1.c.	ISL Project Lesson Plans PDP	Uses a variety of data, independently, and with exceptional collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	Inconsistently uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	Does not use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.
1.d.	ISL Project PDP	Exceptional collaboration with the home, school and larger communities to foster communication and to support student learning and continuous improvement.	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.	Inconsistent collaboration with the home, school and larger communities to foster communication and to support student learning and continuous improvement.	Minimal or no collaboration with the home, school and larger communities to foster communication and to support student learning and continuous improvement.

1.e.	ISL Project PDP	Exceptional engagement in targeted professional growth opportunities and reflective practices.	Engages in targeted professional growth opportunities and reflective practices.	Limited engagement in targeted professional growth opportunities and reflective practices.	Does not engage in targeted professional growth opportunities and reflective practices.
1.f.	ISL Project Lesson Plans Observation Instrument	Effectively, consistently, and frequently implements knowledge and skills learned in professional development in the teaching and learning process.	Implements knowledge and skills learned in professional development in the teaching and learning process.	Limited implementation of knowledge and skills learned in professional development in the teaching and learning process.	Does not implement knowledge and skills learned in professional development in the teaching and learning process.

FEAP/ Indicator	Possible Evidence	Exemplary (E)	Proficient (P)	Developing (D)	Needs Improvement (N)
Professional Responsibility and Ethical Conduct					
2	ISL Project Lesson Plans	Exceptional modeling, professional	Maintains high academic standards for all	Inconsistently maintains high academic	Low expectations; does not maintain
	Observation Instrument	advocacy, and promotion of high academic standards for all learners.	learners.	standards for all learners.	high academic standards for all learners.
2	ISL Project Lesson Plans	Empowers all students to believe they can learn.	Believes all students can learn.	Limited demonstration of belief that all students can learn.	Does not demonstrate belief that all students can learn.
	Observation Instrument				
2	ISL Project Lesson Plans	Demonstrates exceptional fairness and equity; exceptionally	Demonstrates fairness and equity; promotes social	Limited demonstration of fairness and equity; limited	Does not demonstrate fairness and equity; does not
	Observation Instrument	promotes social justice and democracy.	justice and democracy.	promotion of social justice and democracy.	value social justice and/or democracy.
2	ISL Project PDP	Values diversity in an exceptional manner.	Values diversity.	Inconsistently demonstrates valuing of diversity.	Does not value diversity.
	Observation Instrument				
2A	Host Teacher Verification Sign-in	Exceptional patterns in attendance and punctuality; always meets deadlines	Meets deadlines, punctual, exhibits regular	Inconsistent patterns in punctuality and attendance; does	Poor attendance patterns and punctuality; rarely meets
	Records		attendance.	not always meet deadlines.	deadlines.
2B	Host Teacher Verification	Works exceptionally well with others; uses feedback to improve; demonstrates exceptional reflection skills to improve practice.	Works well with others; accepts feedback and constructive criticism; is a reflective practitioner.	Inconsistently works well with others; limited acceptance of feedback and constructive criticism	Rarely works well with others; does not accept feedback and/or constructive criticism; is not a reflective practitioner.