

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

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

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

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

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

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

4.f.	<i>ISL Project</i> <i>Lesson Plans</i> <i>Observation Instrument</i>	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	<i>Possible Evidence</i>	Exemplary (E)	Proficient (P)	Developing (D)	Needs Improvement (N)
<i>Continuous Professional Improvement</i>					
1.a.	<i>ISL Project</i> <i>PDP</i>	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.	<i>ISL Project</i> <i>PDP</i> <i>Observation Instrument</i>	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.	<i>ISL Project</i> <i>Lesson Plans</i> <i>PDP</i>	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.	<i>ISL Project</i> <i>PDP</i>	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.	<i>ISL Project</i> <i>PDP</i>	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.	<i>ISL Project</i> <i>Lesson Plans</i> <i>Observation Instrument</i>	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	<i>Possible Evidence</i>	Exemplary (E)	Proficient (P)	Developing (D)	Needs Improvement (N)
Professional Responsibility and Ethical Conduct					
2	<i>ISL Project</i> <i>Lesson Plans</i> <i>Observation Instrument</i>	Exceptional modeling, professional advocacy, and promotion of high academic standards for all learners.	Maintains high academic standards for all learners.	Inconsistently maintains high academic standards for all learners.	Low expectations; does not maintain high academic standards for all learners.
2	<i>ISL Project</i> <i>Lesson Plans</i> <i>Observation Instrument</i>	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.
2	<i>ISL Project</i> <i>Lesson Plans</i> <i>Observation Instrument</i>	Demonstrates exceptional fairness and equity; exceptionally promotes social justice and democracy.	Demonstrates fairness and equity; promotes social justice and democracy.	Limited demonstration of fairness and equity; limited promotion of social justice and democracy.	Does not demonstrate fairness and equity; does not value social justice and/or democracy.
2	<i>ISL Project</i> <i>PDP</i> <i>Observation Instrument</i>	Values diversity in an exceptional manner.	Values diversity.	Inconsistently demonstrates valuing of diversity.	Does not value diversity.
2A	<i>Host Teacher Verification</i> <i>Sign-in Records</i>	Exceptional patterns in attendance and punctuality; always meets deadlines	Meets deadlines, punctual, exhibits regular attendance.	Inconsistent patterns in punctuality and attendance; does not always meet deadlines.	Poor attendance patterns and punctuality; rarely meets deadlines.
2B	<i>Host Teacher Verification</i>	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.