UNIVERSITY OF CENTRAL FLORIDA

COLLEGE OF EDUCATION
AND HUMAN PERFORMANCE

Internship II/Graduate Assessment Rubric

Midpoint:_____Final: X_____   Intern Name: _Lynne Cohen_____

Semester: Spring___Year: 2018__County: Orange   Intern Major: Science_____

School Placement:__Ocoee HS_____   Grade(s) Taught: _10-11____Subject(s): _Chemistry_

Collaborating Teacher:_Ms. DeNoon_____   UCF Coordinator:_____Dawn Towle_____

Directions: Use the following rubric to determine ratings for the Midpoint and Final Internship Assessment.

Scale Key:
4 = *Teacher candidate exceeds expectations & demonstrates Accomplished Practice competencies; specific evidence required*
3 = *Teacher candidate meets expectations & demonstrates Accomplished Practice competencies*
2 = *Teacher candidate is developing the expectations & developing the Accomplished Practice competencies*
1 = *Teacher candidate does not meet expectations & does not demonstrates Accomplished Practice competencies; specific evidence required*

Proficiency Expectations:
Undergraduate Students: S/U (A score of at least **3 in all areas** by **Final.**)
Graduate Students: A/B/F (A score of at least 3 in all areas by final is required for a B. A majority of scores at a 4 are required for an A.)

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FEAP	Evaluation System Alignment	4	3	2	1
Instructional Design and Lesson Planning	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson		3		
1.a.	(M) Domain 1: RE 1, C1 (M) Domain 2: 2.1.1-2.1.3; 2.2.1-2.2.2 (D) 1a-e	Meets proficient criteria and exceeds it by (must insert evidence here):	Prepares lesson plans aligned to Florida-adopted standards at the appropriate level of rigor to meet all students' needs.	Prepares lesson plans inconsistently aligned to Florida-adopted standards that lack appropriate rigor to meet all students' needs.	Lesson plans do not align to Florida-adopted standards and do not include rigor.
1.b.	(M) Domain 1: RE 1-3 Domain 2: 2.1.1-2.1.3 (D) 1a-c, 1e	Meets proficient criteria and exceeds it by (must insert evidence here):	Sequences coherent lessons and concepts based upon all students' needs, including their prior knowledge.	Inconsistently sequences coherent lessons and concepts based upon all students' needs, including their prior knowledge.	Does not sequence coherent lessons and concepts based upon all students' needs, including their prior knowledge.
1.c.	(M) Domain 1: C 10, C 16 Domain 2: 2.1.1-2.1.3, 2.3.1-2.3.3 (D) 1b, 1e, 1f	Meets proficient criteria and exceeds it by (must insert evidence here):	Designs lessons that include assessments in order for all learners to achieve mastery.	Inconsistently designs lessons that include assessments in order for all learners to achieve mastery.	Does not demonstrate the ability to design lessons that include assessments in order for all learners to achieve mastery.
1.d.	(M) Domain 1: RE 1-2 (D) 1f	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) monitors student progress using formative assessments.	Inconsistently monitors student progress using formative assessments.	Does not select formative assessments to monitor student learning.

		4	3	2	1
1.e.	(M) Domain 1: RE 1-3, C11, EOS 16-17 Domain 2: 2.2.1-2.2.2; 2.3.1-2.3.3 (D) 1b, 1e, 1f, 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (weekly) uses specific, diagnostic student data to differentiate lessons for all learners.	Inconsistently uses diagnostic data to differentiate lessons for all learners.	Does not use diagnostic student data to differentiate lessons for all learners.
1.f.	(M) Domain 1: C2, C 10, C12-16 Domain 2: 2.2.1-2.2.2; 2.3.1-2.3.3 (D) 1e	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) develops experiences that scaffold all students' learning to demonstrate a variety of skills and competencies.	Inconsistently develops experiences that scaffold all students' learning to demonstrate a variety of skills and competencies.	Does not develop experiences that scaffold all students' learning.

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The Learning Environment	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson		3		
2.a.	(M) Domain 1: RE 4-5, EOS 10, 12, 13, 15 Domain 4: 4.1.2 (D) 2c, 2e	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) creates a learning environment that ensures the effective implementation of instructional activities (e.g., organizes, allocates and manages the resources of time and space).	Inconsistently creates a learning environment that ensures the implementation of instructional activities (e.g., organizes, allocates and manages the resources of time and space).	Does not create a learning environment that ensures the implementation of instructional activities.
2.b.	(M) Domain 1: RE 4, 5; EOS 1, 10-12, 15 (D) 2c-d	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) establishes a structured learning environment for individual and class behaviors that includes effective routines and procedures.	Inconsistently establishes a structured learning environment for individual and class behaviors that includes effective routines and procedures.	Does not establish a structured learning environment.

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2.c.	(M) Domain 1: RE 1-3; C 1-2; EOS 16 (D) 2b	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) establishes a culture for learning that includes conveying high expectations for all learners.	Inconsistently establishes a culture for learning that includes conveying high expectations for all learners.	Does not establish a culture for learning.
2.d.	(M) Domain 1: RE 1-3; C 1-2; EOS 6, 14, 16-18 (D) 2a	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) creates an environment of respect and rapport that values the students' cultural, linguistic, and family background.	Inconsistently creates an environment of respect and rapport that values the students' cultural, linguistic, and family background.	Does not creates an environment of respect and rapport that values the students' cultural, linguistic, and family background.
2.e.	(M) Domain 1: RE 1, 2, 4; EOS 10-12; C 1-4 (D) 3a	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) models clear, appropriate communication skills (oral and written) to monitor students' understanding while extending their vocabularies.	Inconsistently models clear, appropriate communication skills (oral and written) to monitor students' understanding while extending their vocabularies.	Does not model clear oral and written communication skills.
2.f.	(M) Domain 1: RE 1-3; EOS 14, 16-18, C 1-2 Domain 4: 4.1.2 (D) 2a-b	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) creates a risk-free, supportive learning environment (e.g., reflects openness, inquiry, fairness, and acceptance).	Inconsistently creates a risk-free, supportive learning environment (e.g., reflects openness, inquiry, fairness, and acceptance).	Does not create a risk-free, supportive learning environment.
2.g.	(M) Domain 2: 2.2.1-2.2.2 (D) Reflected in Domains 1, 3 & 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) integrates use of available resources (e.g., Web 2.0 tools, interactive whiteboards, manipulatives, media, etc...) to enhance students' understanding of content.	Inconsistently integrates use of available resources (e.g., Web 2.0 tools, interactive whiteboards, manipulatives, media, etc...) to enhance students' understanding of content.	Does not integrate use of available resources to enhance students' understanding of content.

2.h.	(M) Domain 1: RE 1-5; C 1-2, 10, 16; EOS 1, 5, 6, 10-18 Domain 2: 2.1.1-2.1.3 (D) Reflected in Domains 1 & 3	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) adapts the learning environment to meet the differing needs of all learners (e.g., principles of universal design, multi- tiered system of support, etc...).	Inconsistently adapts the learning environment to meet the differing needs of all learners (e.g., principles of universal design, multi- tiered system of support, etc...) to enhance students understanding of content.	Does not adapt the learning environment to meet thediffering needs of all learners.
2.i.	(M) Domain 2: 2.2.1-2.2.2 (D) Reflected in Domains 1, 3 & 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses assistive technologies (e.g., pencil grips, highlighters, closed-captioning, alternate keyboards, etc...) that encourage student participation in high-quality communication interactions to ensure mastery of content.	Plans for use of assistive technologies (e.g., pencil grips, highlighters, closed-captioning, alternate keyboards, etc...) that encourage student participation in high-quality communication interactions to ensure mastery of content.	Does not use assistive technologies that encourage student participation in high-quality communication interactions to ensure mastery of content.

FEAP	Evaluation System Alignment	4	3	2	1
Instructional Delivery and Facilitation	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson		3		
3.a.	(M) Domain 1: EOS 5, 10-12; C 2, 10, 16 Domain 2: 2.1.1-2.1.2, 2.2.2, 2.3.1-2.3.3 (D) 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) implements rigorous lessons that engage all learners. Is able to modify the lesson based on the level of the class/student's instructional strategies to and supports these with scaffolding.	Inconsistently implements rigorous lessons that engage all learners.	Does not implement rigorous lessons.

3.b.	(M) Domain 1: C 2, 10, 16; EOS 10-12 Domain 2: 2.2.1-2.2.2, 2.3.1-2.3.3 (D) 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) enhances all students' understanding of content through literacy strategies (e.g., think-aloud, real- world connections, authentic literature, etc…).	Inconsistently enhances all students understanding of content through literacy strategies (e.g., think aloud, real-world connections, authentic literature, etc…).	Does not enhance all students understanding of content.
3.c.	(M) Domain 1: RE 1-3; EOS 3; C 7 (D) 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) utilizes a variety of informal assessments to monitor student learning to determine gaps to be addressed and/or retaught.	Inconsistently utilizes a variety of informal assessments to monitor student learning to determine gaps to be addressed and/or retaught.	Does not utilize a variety of assessments.
3.d.	(M) Domain 1: EOS 1, 3, 5, 8, 13 Domain 2: 2.3.1-2.3.3 (D) 3e	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) adjusts instruction to address students' needs.	Inconsistently adjusts instruction to address students' needs.	Does not adjust instruction to address students' needs.
3.e.	(M) Domain 1: C 2, 10, 16 Domain 2: 2.1.1-2.1.3, 2.2.1-2.2.2, 2.3.1-2.3.3 (D) 1e, 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Integrates subject matter to facilitate connections within and across disciplines and life experiences on a daily basis (e.g., real-world application, authentic literature, discussion, hands-on activities, technology, etc.).	Inconsistently integrates subject matter to facilitate connections within and across disciplines and life experiences (e.g., real-world application, authentic literature, discussion, hands-on activities, technology, etc.).	Does not integrate subject matter to facilitate connections within and across disciplines and life experiences.

3.f.	(M) Domain 1: EOS 3, 7; C 5-9, 12-15 (D) 3b	Meets proficient criteria and exceeds it by (must insert evidence here):	Prompts students to engage in critical thinking by using effective questioning techniques on a daily basis.	Inconsistently prompts students to engage in critical thinking by using effective questioning techniques.	Does not prompt students to engage in critical thinking.
3.g.	(M) Domain 1: C 2, 10, 16; EOS 5, 10-12 Domain 2: 2.1.1, 2.1.2; 2.2.1, 2.2.2; 2.3.1-2.3.3 (D) 1a, 1d, 2e, 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses a variety of instructional strategies to instruct learners on a daily basis (e.g., resources, appropriate technology, etc…).	Inconsistently utilizes a variety of instructional strategies to instruct learners (e.g., resources, appropriate technology, etc…).	Does not utilize a variety of instructional strategies to instruct learners.
3.h.	(M) Domain 1: EOS 13 Domain 2: 2.1.1-2.1.3, 2.2.1-.2.2.2, 2.3.1-2.3.3 (D) 1b, 3d, 3c	Meets proficient criteria and exceeds it by (must insert evidence here):	Differentiates instruction based on assessment on a daily basis (e.g., pre and post) to meet all students' learning needs.	Inconsistently differentiates instruction based on assessment (e.g., pre and post) to meet all students' learning needs.	Does not differentiate instruction based on assessment to meet all students' learning needs.
3.i.	(M) Domain 1: RE 1-3; EOS 3; C 7 (D) 2b, 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Provides immediate, specific feedback in a consistent (multiple times a day) and positive manner to promote student achievement.	Inconsistently provides immediate, specific feedback in a consistent and positive manner to promote student achievement.	Does not provide immediate, specific feedback.

| 3.j. | (M) Domain 1: RE 1-3, EOS 3; C 7

 (D) 3d, 3e | Meets proficient criteria and exceeds it by (must insert evidence here): | Uses student feedback, on a daily basis, to monitor instructional needs (e.g., adjust and plan) for future instruction. | Inconsistently utilizes student feedback to monitor instructional needs (e.g., adjust and plan) for future instruction. | Does not utilize student feedback to monitor instructional needs for future instruction. |

FEAP	Evaluation System Alignment	4	3	2	1
Assessment	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson		3		
4.a.	(M) Domain 1: RE 1-4; C 2, 5-10, 12-15; EOS 1-5, 7-10, 13, 15-18; C 16-18 Domain 2: 2.1.1-2.1.2, 2.2.1-2.2.2, 2.3.1-2.3.3 (D) 1b, 1c, 1e, 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Analyzes multiple assessment data sources to diagnose students' learning needs to inform instruction(weekly). Works within the Chemistry PLC to create assessments and analyze the data.	Inconsistently analyzes multiple assessment data sources to diagnose students' learning needs to inform instruction.	Does not analyze multiple assessment data sources to diagnose students' learning needs to inform instruction.
4.b.	(M) Domain 1: RE 1-3 Domain 2: 2.1.1-2.1.3 (D) 1f	Meets proficient criteria and exceeds it by (must insert evidence here):	Designs and interprets formative (daily) and summative assessments to achieve content mastery. Works with the ST's PLC to design and create assessments.	Inconsistently designs and interprets formative and summative assessments to achieve content mastery.	Does not design or interpret formative and summative assessments.

4.c.	(M) Domain 1: RE 1-3; C5, 7, 12, 17; EOS 2-3, 17-18 (D) 3d	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses a variety of ongoing assessment tools (daily) to monitor student progress and mastery of learning objectives.	Inconsistently uses a variety of ongoing assessment tools to monitor student progress and mastery of learning objectives.	Does not use a variety of ongoing assessment tools to monitor student progress and mastery of learning objectives.
4.d.	(M) Domain 1: EOS 1, 3-5, 8, 13 Domain 2: 2.3.3 (D) 1f, 3d, 3e	Meets proficient criteria and exceeds it by (must insert evidence here):	Implements and adjusts formative assessments (daily) within differentiated instruction to meet the needs of all learners in order to achieve mastery on summative assessments.	Inconsistently implements and adjusts formative assessments within differentiated instruction to meet the needs of all learners in order to achieve mastery on summative assessments.	Does not implement or adjust any assessments.
4.e.	(M) Domain 1: RE 1-3; EOS 3 Domain 4: 4.1.2 (D) 3d, 4c	Meets proficient criteria and exceeds it by (must insert evidence here):	Shares clear learning goals and outcomes of student assessment (daily) by providing continuous feedback to the student and the student's parent(s)/caregiver(s). Inputs grades weekly.	Inconsistently shares clear learning goals and outcomes of student assessment by providing continuous feedback to the student and the student's parent(s)/caregiver(s).	Does not share clear learning goals and outcomes of student assessment.
4.f.	(M) Domain 2: 2.2.1, 2.2.2 (D) Reflected in Domains 1, 3 & 4; 4b	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses technology tools (e.g., plan, design, monitor, analyze, etc.) to communicate assessment data with students, parents/caregivers, and colleagues. Uses ProgressBook and Canvas weekly.	Inconsistently utilizes technology tools (e.g., plan, design, monitor, analyze, etc.) to communicate assessment data with students, parents/caregivers, and colleagues.	Does not utilize technology tools to communicate assessment data.

FEAP	Evaluation System Alignment	4	3	2	1
B. Continuous Professional Improvement	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson		**3**		
1.a.	(M) Domains 1, 2, 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Develops purposeful professional goals to strengthen the effectiveness of instruction based on all students' needs.	Inconsistently develops purposeful goals to strengthen the effectiveness of instruction based on all student's needs.	Does not develop purposeful goals.
1.b.	(M) Domains 2, 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Uses data-informed research to improve instruction **and** student achievement.	Inconsistently utilizes data-informed research to improve instruction and student achievement.	Does not utilize data-informed research.
1.c.	(M) Domains 2, 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons. Attends PLCS to discuss needs assessment.	Inconsistently utilizes a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of lessons.	Does not utilize a variety of data.
1.d.	(M) Domains 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently collaborates with the home, school and local community to foster communication and to support student learning and continuous improvement. Collaborates and communicates with school faculty and Administrators to be a part of the school environment as a team player. Offers Mon and Thurs afterschool tutoring.	Inconsistently collaborates with the home, school and local community to foster communications and to support student learning and continuous improvement.	Does not collaborate with the home, school and local community.

1.e.	(M) Domain 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Engages in reflective practices and targeted professional growth (daily). Lynne consistently reflects back on lessons to identify gaps or opportunities for improvement.	Inconsistently engages in reflective practices and targeted professional growth.	Does not engage in reflective practices and targeted professional growth.
1.f.	(M) Domain 3 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Implements knowledge and skills learned in professional development in the teaching and learning process (daily). Researches on her own ideas for lesson development. Attends PD opportunities and staff meetings with her teacher.	Inconsistently implements knowledge and skills learned in professional development in the teaching and learning process.	Does not implement knowledge and skills in professional development in the teaching and learning process.

A score of 3 is required for each indicator in Professional Responsibility and Ethical Conduct by the final evaluation to earn a passing grade.

FEAP	Evaluation System Alignment	4	3	2	1
Professional Responsibility and Ethical Conduct	RE=Routine Events C=Content EOS=Enacted on the spot (M) Marzano (D) Danielson		3		
2 UCF D1, D2, & D4	(M) Domains 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Maintains high academic standards for all learners.	Maintains high academic standards for some learners.	Does not maintain high academic standards for all learners.

2 UCF D1,D 2 & D3	(M) Domains 3, 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Believes all students can learn. Always comes prepared so the students have an opportunity to learn.	Believes some students can learn.	Does not believe all students can learn.
2 UCF D2, D3	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Demonstrates fairness and equity for all students; promotes social justice and democracy for all students.	Demonstrates fairness and equity for some students; promotes social justice and democracy for some students.	Does not demonstrates fairness and equity; nor promotes social justice and democracy.
2 UCF D2, D3	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Values diversity among all populations.	Values diversity among some populations.	Does not value diversity.
2A UCF D4	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Demonstrates professional commitment by: • Meeting deadlines, and • Being punctual, and • Exhibiting regular attendance	Demonstrates professional commitment by: • Meeting deadlines, or • Being punctual, or • Exhibiting regular attendance	Does not demonstrate professional commitment by: • Meeting deadlines, and • Being punctual, and • Exhibiting regular attendance
2A UCF D4	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Demonstrates professional commitment by: • Wearing appropriate professional attire, and • Exhibiting appropriate professional attitude	Demonstrates professional commitment by: • Wearing appropriate professional attire, or • Exhibiting appropriate professional attitude	Does not demonstrate professional commitment by: • Wearing appropriate professional attire, and • Exhibiting appropriate professional attitude

2B UCF D4,D 5 & D6	(M) Domain 4 (D) Domain 4	Meets proficient criteria and exceeds it by (must insert evidence here):	Consistently (daily) works effectively with others; accepts feedback and constructive criticism. Maintains a positive attitude during observation discussions.	Inconsistently works effectively with others; accepts feedback and constructive criticism.	Does not work effectively with others nor accept feedback and constructive criticism.

Intern Signature: _____ Date: __4/26/2018__

Collaborating Teacher Signature: _____ Date: __4/26/2018__

UCF Coordinator Signature: _Dawn Towle_____ Date: 4/25//2018

ESOL Performance Profile/TESOL Notebook Complete* Yes_____ No _____ N/A
*Elementary Ed., Early Childhood, ESE, and English Ed.

Additional Comments:

Lynne exceeded all expectations during her internship. She demonstrated appropriate levels of growth and achievement among all areas of the Educator Accomplished Practices. Her students enjoy having her as a teacher. Her desire to continue growing in her instructional practices is a reflection of her dedication to becoming an exceptional teacher. Her future students will surely benefit from the potential Ms. Cohen has as a future educator.

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