



## *Intern I Evaluation Rubric*

### **North Carolina Professional Teaching Standard (NCPTS) 1: Teachers Demonstrate Leadership**

	<b>Not Demonstrated (0)</b>	<b>Developing (1)</b>	<b>Proficient (2)</b>	<b>Accomplished (3)</b>
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**Element Ia. Interns contribute to leadership in the classroom.**





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## **NCPTS 3: Teachers Know the Content They Teach**

### **Element IIIa. Interns support instruction aligned with the North Carolina Standard Course of Study.**

- Interns observe and learn how Clinical Educators align their instruction with the North Carolina Standard Course of Study.
- They assist in applying strategies to make the curriculum engaging and relevant for

<p><b>Element III d. Interns support making instruction relevant to students.</b></p> <ul style="list-style-type: none"> <li>• Interns observe how Clinical Educators integrate <a href="#">21st-century life skills</a>, such as communication, collaboration, and responsibility, into their teaching.</li> <li>• They assist in connecting content from the North Carolina Standard Course of Study to real-world applications, helping students see the relevance of their learning.</li> <li>• Interns support the Clinical Educator in promoting students' understanding of skills and content that prepare them for success beyond the classroom.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes how Clinical Educators incorporate 21st-century life skills into instruction and begins to understand their connection to student learning.</li> <li>• Assists in helping students see the relevance of the content being taught, under Clinical Educator guidance.</li> </ul>	<p>Meets all Developing level skills and...</p> <ul style="list-style-type: none"> <li>• Actively participates in connecting content from the North Carolina Standard Course of Study to real-world applications, helping students see how their learning relates to 21st-century skills.</li> <li>• Supports the Clinical Educator in promoting the importance of skills such as communication, collaboration, and responsibility within the classroom.</li> </ul>	<p>Meets all Proficient-level skills and...</p> <ul style="list-style-type: none"> <li>• Independently supports the integration of 21st-century life skills in lessons, guiding students to understand their importance beyond the classroom.</li> <li>• Proactively helps students connect their learning to real-world scenarios and global issues, strengthening the relevance of instruction.</li> </ul>
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**NCPTS 4: Teachers Facilitate Learning for their Students**

**Element IV b. Interns plan instruction appropriate for their students.**

- Interns observe how Clinical refhf766.92 255.84 0.4812.8 (ir(tr)-5.4 (68 Tm00766.92 )6.9 (i)6.9 (ni)6.9 (c)4.2 (a)4.2 (l)6.9 ( re5)6.9 (iq25.08 23766.928387.24 561.72 68.639361.72 10



**Element IVc. Interns assist with using a variety of instructional methods.**

- Interns observe how Clinical Educators choose instructional methods and techniques to meet the needs of diverse students.
- They assist in employing a variety of teaching methods, including technology and differentiated instruction, under the Clinical Educator's supervision.

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**Element IVf. Interns assist in helping students work in teams and develop leadership qualities.**

- Observes how Clinical Educators facilitate teamwork, emphasizing cooperation, collaboration, and leadership development.
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<p><b>Element IVh. Interns use a variety of methods to assess what each student has learned.</b></p> <ul style="list-style-type: none"> <li>• Uses basic formative assessments, such as observations or check-ins, to monitor student understanding during lessons and adjusts instruction as needed.</li> <li>• Begins exploring how assessments provide evidence of student understanding and skills, with support from the Clinical Educator.</li> </ul>		<ul style="list-style-type: none"> <li>• Utilizes simple formative assessments (e.g., verbal questioning, exit tickets) to gauge student understanding during lessons.</li> <li>• Relies on clinical educator guidance to interpret and adjust instruction based on assessment results.</li> </ul>	<p><b>Builds on Developing level skills and...</b></p> <ul style="list-style-type: none"> <li>• Uses assessments (e.g., quizzes, projects) to evaluate student learning.</li> <li>• Begins providing feedback to students and reflects on assessment data to inform and improve future instruction.</li> </ul>	<p><b>Builds on Proficient-level skills and...</b></p> <ul style="list-style-type: none"> <li>• Designs or selects a range of assessment methods that align with instructional goals and student needs.</li> <li>• Uses assessment data to demonstrate student progress and collaborates with the Clinical Educator to modify instruction or provide targeted support.</li> </ul>
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**NCPTS 5: Teachers Reflect on their Practice**

<p><b>Element Va. Interns analyze student learning.</b></p> <ul style="list-style-type: none"> <li>• Observes and reflects on student learning in the classroom, identifies patterns or challenges in student performance.</li> <li>• Collects basic student performance data (e.g., quizzes, assignments) with guidance from the Clinical Educator and discusses findings to understand what worked and what needs improvement.</li> <li>• Begins to use data to suggest potential adjustments to teaching practices, under the supervision of the Clinical Educator, to support student learning and progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Observes and identifies patterns in student performance with guidance from the</li> </ul>
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## Abbreviated Assessment of Professional Education Dispositions (AAPD)

<b>II Professional Identity and Continuous Growth</b>				
<b>The candidate demonstrates the ability to:</b>	<b>Not Observed (0)</b>	<b>Needs Improvement (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
1. Maintain positive attitudes in academic and professional settings. (InTASC 9.o) (Marzano 55, 56)		Interactions with peers, colleagues, or authority figures are at times negative, demeaning, biased, sarcastic, combative, disrespectful, or inappropriate; words or actions are insulting and show contempt for others.	Interactions with peers, colleagues, or authority figures are appropriate, respectful, responsive, and positive; words and actions are professional in nature.	Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions; listens to and shows authentic interest in the ideas and opinions of others.
2. Demonstrate professional appearance. (InTASC 9.o)		Appearance, attire and/or cleanliness are often inappropriate and do not meet district expectations.	Appearance, attire, and cleanliness are appropriate and meet district expectations.	Is a role model of professionalism through personal appearance, attire, and cleanliness; meets or exceeds district expectations.
3. Act on constructive feedback from others. (InTASC 10.t)	There was no opportunity in this setting to observe/evaluate this indicator.	Is not receptive to constructive comments and/or shows no signs of implementing recommended change.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and actively seeks feedback from others.
4. Conduct self-assessments through reflection to overcome limitations and enhance strengths. (InTASC 9.1.m.n, 10.t) (Danielson 4.a) (Marzano 50-54)	There was no opportunity in this setting to observe/evaluate this indicator.	Shows no evidence of reflecting upon or revise ongoing professional practices, nor acknowledging limitations or strengths.	Shows evidence of reflection upon limitations and strengths to revise ongoing professional practices through personal interactions and/or through work products.	Shows evidence of reflection upon limitations and strength to revise ongoing professional practices through personal interactions and work products, and applies revised practices in the professional setting to create an ongoing and sustained continuous improvement cycle.
5. Demonstrate self- initiated learning. (InTASC 4.o) (Danielson 4e) (Marzano 5)	There was no opportunity in this setting to observe/evaluate this indicator.	Does not seek out or participate in educational opportunities that encourage further professional growth unless specifically directed to do so.	Seeks out and participates in educational opportunities that encourage further professional growth; is receptive to learning about new initiatives and experiences.	Seeks out, participates, and positively contributes to educational opportunities that encourage further professional growth; is actively engaged in learning about new initiatives and experiences and sharing them with others to enhance professional growth.

