

WEST CHESTER UNIVERSITY TEACHING INTERNSHIP PERFORMANCE RATING FORM--RUBRIC

Candidate's Name _____

Evaluator's Name _____

Select your role in the evaluation process: Candidate Cooperating Teacher West Chester University (WCU) Faculty Member

Directions: Rate the Candidate's level of progress on each area using the scale below. **As you carefully consider each item, please select the box next to the level of performance that you think the Candidate has demonstrated. FOR THE RELEVANT HALF OF THE STUDENT TEACHING INTERNSHIP, PLEASE SELECT ONLY ONE OPTION FOR EACH SECTION.** The Candidate will evaluate himself/herself on each area prior to the Cooperating Teacher and WCU Faculty Member's evaluations.

- 3- Exemplary:** Candidate performed at a level well beyond that expected of a novice (This rating should be reserved to highlight exceptional strengths.)
- 2- Superior:** Candidate performed commendably; reflective of successful efforts
- 1- Satisfactory:** Candidate performed adequately with few exceptions; reflective of satisfactory efforts
- 0- Unsatisfactory:** Candidate performed at a level less than satisfactory; reflective of the need to strengthen and/or develop
- NA- Not Applicable:** Insufficient basis for judgment

I. CONTENT AND PEDAGOGICAL SPECIALIST—*Knows learners, subject matter, pedagogy, and curriculum.*

1. Displays knowledge of scope and sequence of curriculum.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently displays knowledge of scope and sequence of curriculum--well beyond what would be expected of a novice teacher.		Consistently displays knowledge of scope and sequence of curriculum.		Frequently displays knowledge of scope and sequence of curriculum.		Needs to display knowledge of scope and sequence of curriculum.		Insufficient basis for judgment.	

2. Displays knowledge of the characteristics of learners.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently displays knowledge of the characteristics of learners --well beyond what would be expected of a novice teacher.		Consistently displays knowledge of the characteristics of learners.		Frequently displays knowledge of the characteristics of learners.		Needs to show evidence of knowledge of the characteristics of learners.		Insufficient basis for judgment.	

3. Evidences solid base of pedagogical content knowledge.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently evidences solid base of pedagogical content knowledge--well beyond what would be expected of a novice teacher.		Consistently evidences solid base of pedagogical content knowledge.		Frequently evidences solid base of pedagogical content knowledge.		Needs to evidence a solid base of pedagogical content knowledge.		Insufficient basis for judgment.	

II. ASSESSMENT AND INSTRUCTIONAL DESIGNER—*Constructs and implements effective learning experiences/outcome assessments, closes the evaluation loop, and assesses continuously.*

4. Incorporates a variety of research-based instructional/educational strategies.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently incorporates a variety of research-based instructional/educational strategies--well beyond what would be expected of a novice teacher.		Consistently incorporates a variety of research-based instructional/educational strategies.		Frequently incorporates a variety of research-based instructional/educational strategies.		Needs to show evidence of the incorporation of a variety of research-based instructional/educational strategies.		Insufficient basis for judgment.	

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5. Promotes problem solving, critical thinking, and creative thinking.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently promotes problem solving, critical thinking, and creative thinking--well beyond what would be expected of a novice teacher.		Consistently promotes problem solving, critical thinking, and creative thinking.		Frequently promotes problem solving, critical thinking, and creative thinking.		Needs to promote problem solving, critical thinking, and creative thinking.		Insufficient basis for judgment.	

6. Promotes constructive, collaborative, and cooperative learning opportunities.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently promotes constructive, collaborative, and cooperative learning opportunities--well beyond what would be expected of a novice teacher.		Consistently promotes constructive, collaborative, and cooperative learning opportunities.		Frequently promotes constructive, collaborative, and cooperative learning opportunities.		Needs to promote constructive, collaborative, and cooperative learning opportunities.		Insufficient basis for judgment.	

7. Integrates technology appropriately to promote learning.

Technology is defined as *using tools to enhance teaching and learning (e.g., audiovisual, multimedia, computers, digital equipment, assistive technology).*

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently integrates technology appropriately to promote learning -- well beyond what would be expected of a novice teacher.		Consistently integrates technology appropriately to promote learning.		Frequently integrates technology appropriately to promote learning.		Needs to show evidence of integrating technology appropriately to promote learning.		Insufficient basis for judgment.	

8. Employs authentic assessment appropriately.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently employs authentic assessment appropriately--well beyond what would be expected of a novice teacher.		Consistently employs authentic assessment appropriately.		Frequently employs authentic assessment appropriately.		Needs to consistently show evidence of employing authentic assessment appropriately.		Insufficient basis for judgment.	

9. Monitors and reports student progress effectively.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently monitors and reports student progress effectively--well beyond what would be expected of a novice teacher.		Consistently monitors and reports student progress effectively.		Frequently monitors and reports student progress effectively.		Needs to show evidence of monitoring and reporting student progress effectively.		Insufficient basis for judgment.	

10. Uses assessment data to design instruction and improve student learning.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently uses assessment data to design instruction and improve student learning--well beyond what would be expected of a novice teacher.		Consistently uses assessment data to design instruction and improve student learning.		Frequently uses assessment data to design instruction and improve student learning.		Needs to demonstrate the use of assessment data to design instruction and improve student learning.		Insufficient basis for judgment.	

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11. Aligns assessments to local, state, or national standards.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently aligns assessments to local, state, or national standards--well beyond what would be expected of a novice teacher.		Consistently aligns assessments to local, state, or national standards.		Frequently aligns assessments to local, state, or national standards.		Needs to consistently show evidence of aligning assessments to local, state, or national standards.		Insufficient basis for judgment.	

III. CLASSROOM COMMUNITY BUILDER AND DIVERSITY ADVOCATE—*Fosters community, creates a safe space for all learners, and teaches the value of diversity.*

12. Promotes understanding of diverse perspectives and circumstances.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently promotes understanding of diverse perspectives and circumstances--well beyond what would be expected of a novice teacher.		Consistently promotes understanding of diverse perspectives and circumstances.		Frequently promotes understanding of diverse perspectives and circumstances.		Needs to promote understanding of diverse perspectives and circumstances.		Insufficient basis for judgment.	

13. Communicates high expectations.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently communicates high expectations--well beyond what would be expected of a novice teacher.		Consistently communicates high expectations.		Frequently communicates high expectations.		Needs to show evidence of the communication of high expectations.		Insufficient basis for judgment.	

14. Manages student behavior to enhance the learning climate.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently manages student behavior to enhance the learning climate--well beyond what would be expected of a novice teacher.		Consistently manages student behavior to enhance the learning climate.		Frequently manages student behavior to enhance the learning climate.		Needs to demonstrate the management of student behavior to enhance the learning climate.		Insufficient basis for judgment.	

15. Demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible)--well beyond what would be expected of a novice teacher.		Consistently demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).		Frequently demonstrates professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).		Needs to demonstrate professional dispositions (e.g., ethical, engaged, enthusiastic, focused, and responsible).		Insufficient basis for judgment.	

IV. SCHOOL AND COMMUNITY PROFESSIONAL—*Applies knowledge of the context of education and engages in collaborative activities, partnerships, service, and advocacy.*

16. Exhibits understanding of the organization of schools within the context of the larger community.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently exhibits understanding of the organization of schools within the context of the larger community --well beyond what would be expected of a novice teacher.		Consistently exhibits understanding of the organization of schools within the context of the larger community.		Frequently exhibits understanding of the organization of schools within the context of the larger community.		Needs to exhibit understanding of the organization of schools within the context of the larger community.		Insufficient basis for judgment.	

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17. Collaborates with school personnel, parents, or community members.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently collaborates with school personnel, parents, or community members --well beyond what would be expected of a novice teacher.		Consistently collaborates with school personnel, parents, or community members.		Frequently collaborates with school personnel, parents, or community members.		Needs to show evidence of collaborating with school personnel, parents, or community members.		Insufficient basis for judgment.	

18. Participates in activities and services for students or families.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently participates in activities and services for students or families--well beyond what would be expected of a novice teacher.		Consistently participates in activities and services for students or families.		Frequently participates in activities and services for students or families.		Needs to show evidence of participating in activities and services for students or families.		Insufficient basis for judgment.	

19. Shows initiative within the school or community.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently shows initiative within the school or community--well beyond what would be expected of a novice teacher.		Consistently shows initiative within the school or community.		Frequently shows initiative within the school or community.		Needs to show initiative within the school or community.		Insufficient basis for judgment.	

20. Adheres to professional codes of ethics and school laws.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently adheres to professional codes of ethics and school laws--well beyond what would be expected of a novice teacher.		Consistently adheres to professional codes of ethics and school laws.		Frequently adheres to professional codes of ethics and school laws.		Needs to adhere to professional codes of ethics and school laws.		Insufficient basis for judgment.	

V. SELF-DIRECTED PRACTITIONER—Demonstrates personal growth, professional practice, and reflective practice.

21. Strives for self-improvement related to learner achievement.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently strives for self-improvement related to learner achievement--well beyond what would be expected of a novice teacher.		Consistently strives for self-improvement related to learner achievement.		Frequently strives for self-improvement related to learner achievement.		Needs to strive for self-improvement related to learner achievement.		Insufficient basis for judgment.	

22. Displays efforts to improve one's own practices.

3 = Exemplary		2 = Superior		1 = Satisfactory		0 = Unsatisfactory		NA = Not Applicable	
<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half	<input type="checkbox"/> 1 st Half	<input type="checkbox"/> 2 nd Half
Consistently displays efforts to improve one's own practices--well beyond what would be expected of a novice teacher.		Consistently displays efforts to improve one's own practices.		Frequently displays efforts to improve one's own practices.		Needs to show evidence of displaying efforts to improve one's own practices.		Insufficient basis for judgment.	