

SCCESS Official Conceptual Framework Rubric

Form Completed by: _____ University Supervisor _____ Cooperating Teacher _____ Intern Formative Summative

Intern: _____ CCU ID: _____ Date: _____

School Site: _____ Grade(s)/Subject: _____

Cooperating Teacher: _____

University Supervisor: _____

The Conceptual Framework rubric is completed at the beginning and end of a candidate’s internship experience. Candidates are required to have a mean score of 3 or higher on the **summative evaluation** of the Conceptual Framework rubric. Using your observations of/knowledge of the candidate, please rate them on each of the indicators presented below:

	Unacceptable - Does not meet expectations of a beginning teacher (1 pt)	Developing - Beginning to meet expectations of a beginning teacher (2 pts)	Proficient - Meets expectations of a beginning teacher (3 pts)	Exemplary- Far exceeds expectations of a beginning teacher (4 pts)	Earned Score
1.1 Demonstrate a thorough knowledge of subject matter and use such knowledge to create effective learning experiences for students InTASC 4, 5	Content is clearly developmentally inappropriate; inaccurate, lacks sequence, no alignment exists between content and standards.	Content is textbook based, developmentally appropriate, sequenced properly, and aligned with objectives. The learning experiences do not vary from traditional teacher-driven experiences.	Content is supplemented with traditional resources, developmentally appropriate, sequenced properly, and aligned with objectives. The learning experiences are varied in their approach and address diversity of learners.	Content is supplemented with a wide variety of resources and technologies, creative, developmentally appropriate, sequenced properly, and aligned with objectives. The learning experiences are varied in their approach and address a wide diversity of learners.	
1.2 Understand instructional planning and design plans based on knowledge of subject matter, students, community curriculum goals and standards InTASC 1, 2, 4, 5, 7, 8	Instructional plans show inadequate understanding of the subject, and/or of SC curriculum goals and standards.	Instructional plans show an adequate understanding of the SC curriculum goals and standards and of the subject matter. An understanding of how these standards and subject matter must be adapted for the particular students and community is NOT apparent.	Instructional plans show an adequate understanding of the SC curriculum goals and standards and of the subject matter. An understanding of how these standards and subject matter must be adapted for the particular students and community is apparent.	Instructional plans show a thorough understanding of the SC curriculum goals and standards and of the subject matter. It is apparent that the candidate understands how these standards and subject matter must be adapted for the particular students and community and that modifications and adaptations are a routine part of the design.	
1.3 Use of a variety of instructional strategies to encourage students' development of	No variety exists in instructional strategies. Only traditional paper and pencil activities are used in fact recall learning.	A limited variety of instructional strategies are used, but the emphasis on critical thinking and problem solving is weak or does not relate to the learning goals	A variety of instructional strategies are used. The emphasis on critical thinking and problem solving is adequate to support and relate to the learning goals.	A wide variety of instructional strategies are employed that are developmentally appropriate for the teaching situation. Modifications have clearly	

critical thinking and problem solving skills InTASC 4, 5, 6, 8				been made to accommodate many diverse learning situations and learners. An emphasis on the development of critical thinking and problem solving is readily apparent and corresponds to each learning goal.	
1.4 Manage the classroom to create a positive and safe learning environment InTASC 2, 3	Unable to maintain classroom control so that an unsafe environment exists.	Classroom control is adequate, but difficulties during transition times or atypical scheduling create lapses into off-task behaviors that require interventions by others.	Classroom control is adequate to provide a safe learning environment during all normal parts of the day, including transition times. A positive classroom environment is evident.	Classroom control is apparent at all times, including atypical interruptions. A positive and mutually respectful classroom environment is immediately obvious.	
1.5 Understand and use formal and informal assessment strategies to evaluate and monitor student learning and to modify instruction InTASC 1, 2, 4,5,6,7, 8	Assessments do not measure the learning goals that are identified or no assessments are identified at all.	Assessments are confined to formal paper and pencil tests. There is no attempt to modify teaching based on assessments.	Formative and summative assessments are apparent in both informal and formal formats. There is evidence that modifications to teaching, based on assessments, occurs.	Formative and summative assessments are ongoing and in both informal and formal formats. It is clearly apparent that assessments are used to modify instruction and learning activities on a regular basis.	
2.1 Plan and implement effective learning environments and experiences supported by technology InTASC 1, 2, 3, 4,5,6,7, 8	There is no evidence that technology is used in the planning or implementation of the learning experiences.	Use of technology is confined to mechanical equipment (overhead projectors) rather than knowledge-based media (films, PowerPoints) or information gathering technology (Internet, databases). Information-gathering technology may be apparent in planning activities.	Some use of knowledge-based media is evident in learning experiences. Information gathering technology is apparent in planning activities.	Extensive use of knowledge-based media is apparent with both the instructor and the pupils. Information-gathering technology is used routinely as a part of normal classroom activities.	
2.2 Apply technology to facilitate effective assessment, evaluation, and productivity practices InTASC 3, 5, 7, 8	There is no evidence that technology is used in the planning or implementation of the assessments or productivity practices.	Use of technology is confined to mechanical equipment for productivity practices (photocopiers, grading programs). Assessments do not appear to have any technological basis.	Use of technology is confined to mechanical equipment for productivity practices (photocopiers, grading programs). Assessments appear to have limited technological basis (Scantron sheets or online quizzes).	Use of technology is integrated into the entire classroom experience including assessment and reporting of progress (email - newsletters, online class web pages). Assessments have multiple media formats (audio tape, video presentations, online testing).	
3.1 Demonstrate knowledge of different cultural, emotional, developmental and	There is no evidence of an understanding that students have different needs that are related to their levels of development or	There is limited evidence of an understanding that students have different needs that are related to their levels of development and cognition. Some effort has been made to address	There is evidence of a clear understanding that students have different needs that are related to their levels of development and cognition. Learning activities have been modified	There is evidence of a clear understanding that students have different needs that are related to their levels of development and cognition.	

cognitive needs of students InTASC 1, 2,3, 4, 5, 7, 8	cognition. No effort has been made to address cultural differences.	cultural differences but these efforts are superficial in nature.	to address cultural differences for the majority of the students in the classroom.	An effort is routinely made to provide support for the emotional needs of the students. Learning activities have been modified to address cultural differences for every student in the classroom.	
3.2 Evaluate, plan and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9	There is no evidence of activities or experiences that address the needs of a diverse student population.	There is limited evidence of activities or experiences that address the needs of a developmentally-diverse student population. Some effort has been made to address the cultural differences through learning activities, but those efforts are superficial in nature.	There is clear evidence of activities or experiences that address the needs of a developmentally-diverse student population. Effort has been made to address the cultural differences for the majority of the students in the class.	All activities or experiences address the needs of a developmentally-diverse student population so that every student is engaged in learning that is appropriate for him or her. Substantial effort has been made to address the cultural and linguistic differences for every student in the class.	
5.1 Analyze personal performance to improve teaching and learning InTASC 9	There is no evidence of understanding that reflection is needed in order to continue to improve teaching and student learning.	Personal performance is analyzed superficially with little understanding of how teacher modifications can or will impact student learning.	Personal performance is analyzed on a unit or chapter basis based on student performance as a whole. Reflections and modifications are confined to how to re-teach that particular unit or set of lessons rather than how to apply the reflection to future teaching of all subjects and topics.	Personal performance is analyzed on a daily basis based on individual student's educational needs and performance goals. Reflections and modifications are applied to future teaching of all subjects and topics.	
5.2 Analyze student performance to improve teaching and learning InTASC 5, 6, 9	There is no evidence that student performance has been analyzed.	Analysis of student performance has been made, but reflection has not tied the results back to modifications that are required or to modifications solely on the part of the student (i.e. "should study more").	Analysis of student performance has been made as it relates to a unit or set of lessons. The reflection has tied the results back to modifications that are required on the student's part as well as on the teacher's part.	Analysis and reflection on student performance are a daily part of the classroom activities. The reflection has tied the results back to modifications that are required on the student's part as well as on the teacher's part.	

Intern Signature: _____

Cooperating Teacher Signature: _____

University Supervisor Signature: _____

