

Mid-Point/End-Point Standards Document Review

Intern:
Assessor:
Date:

Placement :
Role):

The following is the assessment rubric for evaluating your performance in the internship. Assessors can use a copy of this rubric for each intern, returning to it repeatedly throughout the semester/year to record observations and other evidence of performance. The Mid-Point and End-Point Standards Review is aligned to this document and constitutes the formal evaluation. To pass the internship, the intern needs to attain a minimum of Proficient (3) in each of the Standards. The intern should attain a rating of Emerging or better at the Mid-Point.

Standard 1 Learner Development. The teacher understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.				
Performance Indicators	Distinguished	Proficient	Emergent	RATING
1.1 Nurtures learners' growth and development	Facilitates learners' inquiry into their own personal, family, community and cultural values, experiences and norms Builds a common understanding of literacy, language, and exceptional needs with learners and collaborates on strategies to support learning. Integrates or builds multicultural curriculum materials that reflect global diversity and demonstrate global competency.	Regularly determines individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. Uses individual learners' strengths, interests and needs to create developmentally appropriate instruction that enables each learner to advance their learning. Creates an environment for opportunities for learners to discuss personal, family, community and/or cultural values, experiences and norms.	Actively gathers and analyzes information about learners' (academic, personal, family, community and/or cultural values, experiences and norms.) in order to promote growth and development. Uses understanding of literacy and language skills, exceptional needs, and learners' background knowledge to identify specific learning and linguistic needs of individuals and groups of learners	Distinguished Proficient Emergent Does Not Meet
Observations/Evidence:				

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach their full potential.

Performance Indicators	Distinguished	Proficient	Emergent	RATING
2.1 Responds to learners' commonalities and differences	Uses understanding of the interconnections among different areas of development to find entry point(s) to support learner development. Provides extensions that engage learners in deepening academic content by connecting it to individual learners' interests, background knowledge, and need for real-world application.	Employs individualized supports, flexible groups and/or extended learning experiences to support students' development of cognitive, literacy and language skills and cultural awareness. Uses modified or culturally relevant materials, resources, tools and technology to address exceptional learner needs.	Applies interventions, modifications, and accommodations based on IEPs, 504s, RTI gifted, and/or other legal requirements, seeking advice and support from specialized support staff and families.	Distinguished Proficient Emergent Does Not Meet
Observations/Evidence:				

Standard 3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.				
Performance Indicators	Distinguished	Proficient	Emergent	RATING
3.1 Creates a positive learning climate	Contributes to the development of school-wide norms and values related to respectful interaction. Engages in rigorous discussions, with individuals and groups about responsibility for quality work.	Collaborates with learners in the development and implementation of classroom norms and values. Communicates verbally and nonverbally in ways that demonstrate respect for each learner's cultural background and perspective.	Builds positive relationships with students. Articulates and implements expectations for behavior that include classroom norms and values related to respectful interaction, full engagement in discussions, and individual responsibility for quality work. Listens responsively and supportively to the cultural backgrounds and/or differing perspectives learners bring to the learning environment.	Distinguished Proficient Emergent Does Not Meet

3.2 Manages the learning environment	Supports learner independence and self-direction in developing and implementing class routines. Supports learners in identifying their learning needs, accessing resources, and using time to accelerate their learning. Supports learners' growing ability to participate in decision-making, problem solving, exploration, and invention, both suggesting resources and guiding their independent identification of resources. Collaborates with learners in identifying possibilities for learning locally and globally through responsible use of interactive technologies.	Actively involves learners in managing the learning environment, implementing class routines and making full use of instructional time. Provides options and resources to engage learners with subject matter. Provides opportunities to develop skills in collaborative and self-directed learning in order to take ownership of learning.	Manages the learning environment by organizing, allocating and coordinating resources (e.g. time, space, materials) and develops purposeful routines to promote learner engagement and maximize the use of instructional time. Varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills.	Distinguished Proficient Emergent Does Not Meet
Observations/Evidence:				

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) taught and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.				
Performance Indicators	Distinguished	Proficient	Emergent	RATING
4.1 Demonstrates content knowledge	Collaborates with others to expand content knowledge in order to keep up with changes in the discipline. Connects interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) to the core subjects and weaves those themes into meaningful learning experiences. Evaluates and modifies instructional resources and	Uses the content standards, strategic resources and learning progressions in the discipline(s) fluently to plan long-term curriculum (series of lessons and units). Accurately and effectively communicates concepts, processes and knowledge in the discipline. Supports students to use academic language that is clear, correct and appropriate. Uses the processes, vocabulary and strategic tools of the discipline to address misconceptions and build	References the disciplinary content standards, appropriate resources and learning progressions to plan instruction. Begins to communicate concepts, processes and knowledge in the discipline. Uses vocabulary and academic language that is clear, correct and appropriate for learners.	Distinguished Proficient Emergent Does Not Meet

	curriculum materials for their comprehensiveness, and /or accuracy and appropriateness for learners.	accurate understanding. Seeks out ways to expand or deepen content knowledge and ways of representing it for learners. Presents diverse perspectives to engage learners in understanding, questioning and analyzing ideas.	Draws upon initial knowledge of common misconceptions in the content area and uses available resources to address them to plan instruction.	
4.2 Creates learning experiences	Facilitates learners' independent use of methods of inquiry and standards of evidence in the discipline. Facilitates learner autonomy in examining new concepts in relationship to their growing base of content knowledge. Engages learners in identifying diverse perspectives. Evaluates and modifies instructional resources and curriculum materials, when needed, to be more accessible and meaningful for learners.	Provides multiple representations and explanations of key ideas with connections to varied learner background knowledge and experiences. Engages learners in reflecting upon the connections between prior content knowledge and new ideas and concepts. Scaffolds learners' use of disciplinary methods of inquiry using standards of evidence appropriate to the discipline. Uses a variety of methods to engage learners in complex thinking (explanation, analysis, synthesis.)	Uses a variety of means to represent and explain key ideas in the discipline. Links new concepts to familiar concepts and helps learners see them in connection to their prior knowledge and experiences. Begins to engage learners in applying methods of inquiry used in the discipline. Models and provides opportunities for learners to engage complex thinking. Consults with other educators to make academic language accessible to learners with different linguistic/ backgrounds and/or cognitive abilities.	Distinguished Proficient Emergent Does Not Meet
Observations/Evidence:				

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.				
Performance Indicators	Distinguished	Proficient	Emergent	RATING
5.1 Embraces diverse	Engages learners in identifying real world problems, issues, or themes they can explore through projects,	Collaborates with a colleague's) to create learning experiences that	Helps learners make connections within a content area and/or	Distinguished

perspectives and real world issues	using their acquired and expanding knowledge and skill in the content areas. Facilitates learners' connections with local and global resources to aid the exploration of their chosen focus.	engage learners in working with disciplinary and/or interdisciplinary themes. Guides learners to apply skills from disciplines) to understand a complex concept or set of concepts.	related perspectives from another content area or areas. Engages learners in applying content knowledge and skills in authentic contexts.	Proficient Emergent Does Not Meet
5. 2 Develops critical thinking, creativity, collaboration, and communication	Fosters learners' ability to independently identify issues or problems in or across content areas) and use critical thinking skills to explore possible solutions, actions or answers. Provides a variety of opportunities for learners to independently and collaboratively apply literacy and communication skills in gathering and analyzing information and in preparing and delivering presentations of their work. Provides options for learners to independently and collaboratively focus on a real world problem or issue, carrying out the design for a solution, and communicating their work. Engages learners to independently plan and carry out a research project, requiring that they make explicit their evaluation of sources and their reasoning for what they include or omit and present their results. Fosters learner independence in identifying and accessing local and global people and resources to help address questions or issues.	Uses problems or questions to support learners in applying the critical thinking skills and other tools in the content area. Guides learners in understanding and applying literacy and communication skills in the content area(s) for a variety of audiences. Guides learners in developing possible solutions to real world problems through invention, combinations of ideas, or other creative approaches. Creates situations for learners to independently gather, organize and evaluate information and ideas from a variety of resources.	Introduces learners to authentic problems or issues addressed by the content area(s) Fosters development of literacy and communication skills that support learning in the content area(s). Provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor. Guides learners in gathering, organizing and evaluating information and ideas from a variety of resources and perspectives. Structures interactions among learners to support and deepen learning.	Distinguished Proficient Emergent Does Not Meet
Observations/Evidence:				

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.				
Performance Indicators	Distinguished	Proficient	Emergent	RATING
6.1 Designs and uses multiple methods of assessment	Collaborates with learners to design assessment tools and resources. Uses data to maximize the development of knowledge, critical thinking, and problem solving skills embedded in learning objectives. Works individually and with colleagues to analyze progress against standards, to gather additional data to better understand what is affecting learner progress, expand the supports for learners and to advocate for necessary change. Collaborates with others to use summative assessment information to evaluate the effect of the curriculum and instruction on the learner.	Provides learners with multiple ways to demonstrate performance. Uses data to guide the design of differentiated individual learning experiences and assessments. Analyzes performance on formative and summative assessments across groups of learners and to develop strategies for improving instruction and supporting students to meet standards.	Uses, adapts or designs a variety of classroom formative assessments, matching the method with the type of learning objective. Uses data from multiple types of assessments to draw conclusions about learner progress. Participates in collegial conversations to improve instructional practice based on formative and summative assessment data.	Distinguished Proficient Emergent Does Not Meet
6.2 Uses assessment to engage learners in their own growth	Engages learners in giving peers' feedback on performance using criteria generated collaboratively. Builds learners' metacognitive skills, guiding them to identify specific strengths of the performance and to propose concrete strategies for improvement for themselves and for their peers. Engages learners in analyzing their own records and work samples with regard to their progress toward learning objectives and to set new goals.	Engages learners in generating criteria for quality work on a particular assignment. Gives individual feedback to reinforce each learner's strengths, identify critical next steps for growth, and strengthen their performance Makes records of performance available to learners so that they can monitor their progress and identify areas where they need additional practice and support.	Engages learners in examining samples of quality work. Provides learners with criteria for the assignment to guide performance. Using these criteria, points out strengths in performance and offers concrete suggestions for how to improve work. Assist each learner in examining their work and making improvements. Records learner performance so that learner's progress can be monitored	Distinguished Proficient Emergent Does Not Meet
6.3 Uses	Uses multiple assessment methods/modes	Prepares learners for the content and	Matches learning goals with classroom	Distinguished

assessment ethically and minimize bias	challenging learners to demonstrate their understanding in a variety of ways. Works with others to minimize bias in assessment practices to ensure that all learners have a variety of opportunities to demonstrate their learning.	cognitive demands of assessment formats by helping them identify and apply strategies to address those demands. Modifies classroom assessments and testing conditions appropriately to enable all learners to demonstrate their knowledge and skills Identifies and advocates for learners needing modifications or adaptations to be able to demonstrate their learning.	assessment methods and gives learners multiple practice assessments to promote growth. Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs and learners who are advanced academically. Engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results.	Proficient Emergent Does Not Meet
Observations/Evidence:				

Standard 7: Planning for Instruction. The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.				
Performance Indicators	Distinguished	Proficient	Emergent	RATING
7.1 Plans for diverse learners using a range of resources	Collaborates with learners in identifying personalized learning objectives to reach long-term goals. Helps learners to identify pathways to achieve goals using a range of resources, learning experiences, and ways of demonstrating progress. Plans ways to support learners in taking responsibility for identifying learning challenges and using resources to support their progress.	Refines short and long-term learning objectives based on an understanding of learning progressions and students' development. Uses a range of resources and learning experiences that build cross-disciplinary skills and are matched to students' needs and interests. Uses technology appropriately to engage learners in meeting learning objectives. Structures time in the plan to work with learners to build prerequisite skills, support steady progress, and/or extend learning. Anticipates specific needs or misconceptions and	Uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. Plans and sequences common learning experiences linked to the learning objectives, and makes content relevant to learners. Identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress.	Distinguished Proficient Emergent Does Not Meet

	Incorporates technology in a variety of innovative ways in planning (e.g., managing learner records, expanding options for learner choice, and documenting performance).	addresses them by planning scaffolds and/or differentiated instruction. Plans learning experiences that allow for learner choice as well as for varied pathways to the same goal including extensions and challenges.	Integrates technology resources into instructional plans.	
7.2 Plans using assessment data	The teacher engages learners in assessing their own learning and uses this as one source of data to individualize and adjust plans. Uses assessment data over time to identify and plan for areas where learners typically will need additional supports/ acceleration.	Uses aggregated and disaggregated data to plan and modify instruction. Uses data from formative assessments to adjust instruction in the moment.	Plans instruction using formative and summative data from digital and/or other records of prior performance together with what is known about learners, including developmental levels, prior learning, and interests. Uses data from formative assessments to identify adjustments in planning. Identifies learners with similar strengths and/or needs and groups them for additional supports.	Distinguished Proficient Emergent Does Not Meet
7.3 Plans through collaboration	Engages learners as partners in planning, identifying the learning pathways that will help them pursue challenging goals. Collaborates with a broad range of colleagues, specialists, and community members to understand and address each student's learning needs (e.g., developmental, exceptional, linguistic). Employs cultural resources and varied community practices and perspectives to build a web of support to meet learners' needs.	Collaborates with specialists and colleagues to plan specific interventions to meet learning needs.	Uses learner performance data and personal knowledge of learners to identify learners who need significant intervention to support or advance learning. Seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs. Uses data on learner performance over time to inform planning, making adjustments for recurring learning needs.	Distinguished Proficient Emergent Does Not Meet

Observations/Evidence:

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.				
Performance Indicators	Distinguished	Proficient	Emergent	RATING
8.1 Uses a variety of instructional strategies	Consciously and strategically selects instructional roles to best meet the particular needs of learners as individuals and groups. Supports learners in the independent application of higher order thinking and questioning skills. Scaffolds learners' ability to identify their own strengths and needs as learners and to take responsibility for setting individual learning goals, identifying and using strategies to achieve the goals, and seeking resources to support ongoing growth. Engages individual learners in recognizing how accommodations for learning modes, language proficiency, and special needs help them to be successful and/or in determining how the learner can best apply or adapt the accommodation.	Uses a variety of instructional strategies and varies their role in the instructional process, acting as instructor, facilitator, coach, and learner. Offers learners choices about the topics and formats for major projects. Helps learners identify their strengths and specific needs for support and uses this information to adapt instruction. Where applicable, supports learners' use of their primary language to facilitate the transfer of language skills and content knowledge from the primary language to the target language. NA Scaffolds student learning of academic language in the content area(s).	Links instructional strategies to learning objectives and content standards. Uses a variety of graphic organizers, models, and representations to make the learning objective(s) explicit and understandable. Incorporates strategies to build group work skills. Chooses appropriate strategies based on individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners. When appropriate, integrates primary language resources into instruction. NA	Distinguished Proficient Emergent Does Not Meet
8.2 Deepens content knowledge through connections between and application of content	Engages learners in connecting application of concepts from more than one content area to real world problems, community needs, and/or service learning.	Engages learners in using critical and creative thinking skills; promotes understanding of the learning objective(s). Develops learners' abilities to pose questions that can guide individual and group exploration of concepts and their application. Engages learners in demonstrating multiple ways to explain a concept or perform a process related to an instructional objective(s).	Helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. Asks questions to stimulate discussion that serves different purposes, (e.g., probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, stimulating curiosity, and helping learners to question).	Distinguished Proficient Emergent Does Not Meet

		Models higher order questioning skills related to content areas (e.g., generating hypotheses, taking multiple perspectives, using metacognitive processes) and engages learners in activities that develop these skills. Engages learners in expanding their abilities to use group discussion to learn from each other and to build skills of interpretation, perspective taking, and connection-making grounded in content.	Models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so. Develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. Establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification.	
Observations/Evidence:				

Standard 9: Reflection and Continuous Growth. The teacher is a reflective practitioner who uses evidence to continually evaluates their practice, particularly the effects of their choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.				
Performance Indicators	Distinguished	Proficient	Emergent	RATING
9.1 Pursues professional learning	Collaborates with colleagues to collectively reflect upon, analyze, and improve individual and collective practice to address learner, school, and professional needs. Engages and leads colleagues within the school/district/community in designing and implementing professional learning experiences that address identified needs to improve practice.	Takes responsibility for self-assessment of practice and ongoing professional learning by seeking out and participating in professional learning experiences to address established goals. Engages in professional learning experiences that broaden understanding of learner development and diverse needs in order to increase the level of personalization of practice.	Engages in structured individual and group professional learning experiences. Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	Distinguished Proficient Emergent Does Not Meet
9.2 Strives for continuous	Leads other educators in gathering and synthesizing evidence to evaluate the effects	Reflects on and analyzes a wide range of evidence (e.g., feedback from families,	Observes and reflects upon learners' responses to instruction to identify	Distinguished

Improvement	of their decisions and actions on individuals and groups of learners, colleagues and community members and set goals for improvement. Supports and assists others to extend and refine their instructional practices and other professional behaviors to meet the needs of each learner.	students and learners' peers) to evaluate the impact of instruction on individual learners and to set goals for improvement. Collaborates with colleagues and others to give, receive, and analyze feedback on the effects of their actions on learners, colleagues and community members and to apply it to improve practice.	areas and set goals for improved practice. Seeks and reflects upon feedback from colleagues to evaluate the effects of personal actions on learners, colleagues and community members.	Proficient Emergent Does Not Meet
Observations/Evidence:				

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.				
Performance Indicators	Distinguished	Proficient	Emergent	RATING
10.1 Works toward collaboration and professionalism	Brings innovative practices that meet learning needs to the instructional team(s) and supports colleagues in their use and in analyzing their effectiveness. Engages in school-wide decision making with colleagues to identify common goals, and monitor and evaluate progress toward those goals. Works with colleagues and/or families to develop mutual expectations and supports for learner performance and growth. Connects families with community resources that enhance student learning. Collaborates with families, teachers, administrators, and others to support enhancement of student learning.	Collaborates with colleagues on the instructional team(s) to probe data and seek and offer feedback on practices that support learners. Participates in school-wide efforts to implement a shared vision and contribute to a supportive culture. Collaborates with learners, colleagues, and/or families, and the local community to support learner development and growth. Structures interactions between learners and their local and/or global peers around projects that engage them in learning. Exchanges information, advice and resources with families and colleagues for the purpose of building ongoing communities of support for student learning.	Participates on instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. Demonstrates professionalism in dress, manner, and timeliness. Is aware of school-wide efforts to implement a shared vision and contribute to a supportive culture. Elicits information about learners and their experiences from learners, school records, families, and/or communities. Communicates with learners, colleagues and/or families, and the local community.	Distinguished Proficient Emergent Does Not Meet

Observations/Evidence:

Standard 11: Technology. Effective teachers model and apply the ISTE (International Society for Technology in Education) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

Performance Indicators	Distinguished	Proficient	Emergent	RATING
11.1 Creates digital learning experiences	Models collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments. Provides students options of digital tools based on their individual learning needs and preferences. Uses assistive technologies to support students with disabilities.	Engages students in using technological applications and resources strategically. Communicates with students, families, and peers using a variety of digital age media and formats.	Exposes students to technological applications and resources to promote student learning. Uses digital media tools and formats to explain concepts, processes or procedures. Experiments with technology applications and resources to tailor instruction to address student diversity.	Distinguished Proficient Emergent Does Not Meet
11.2 Promotes digital citizenship	Serves as a resource for peers and students regarding ethical, legal and safe use of technology and digital media by advocating for such use, providing resources on the topic, and engaging in conversations or presentations.	Teaches students safe, ethical and legal use of digital materials and technology for students (digital etiquette, copyright, plagiarism, credible information sources).	Articulates school and/or district policies regarding ethical, legal and safe use of digital information and technology. Models ethical and legal use of digital materials and technology for students (digital etiquette, copyright, plagiarism, credible information sources).	Distinguished Proficient Emergent Does Not Meet

Observations/Evidence: