Rubric: AUM Common Internship Classroom Management Cluster (3)

	Developing Beginning Teacher <i>(1 pts)</i>	Developing Beginning Teacher <i>(1 pts)</i>	Competent Beginning Teacher (Target) <i>(2 pts)</i>	Competent Beginning Teacher (Target) <i>(2 pts)</i>	Model Beginning Teacher <i>(3 pts)</i>	Model Beginning Teacher <i>(3 pts)</i>	n Mean	Mode	Stdev
Classroom Management Cluster (3.1): Promotes positive, collaborative peer interactions.	2	1.36%	99	67.35%	46	31.29%	147 2.299	2.000	0.487
Classroom Management Cluster (3.2): Creates and maintains a positive, proactive, engaging, safe, and inclusive classroom environment conducive for learning.	2	1.15%	93	53.45%	79	45.40%	174 2.443	2.000	0.519
Classroom Management Cluster (3.3): Implements effective rules, procedures, and routines, and there is a clear indication of a classroom management system that promotes respect and responsibility.	3	1.53%	115	58.67%	78	39.80%	196 2.383	2.000	0.517
Classroom Management Cluster (3.4): Provides smooth transitions between activities, maximizes instructional time, and implements introductions and closures in the lessons.	3	1.38%	125	57.34%	90	41.28%	218 2.399	2.000	0.517
Classroom Management Cluster (3.1): Promotes positive, collaborative peer interactions.	6) 99 (67.35%)					46 (31.29%)			
Classroom Management Cluster (3.2): Creates and maintains a positive, proactive, engaging, safe, and inclusive classroom environment conducive for learning.	6) 93 (53.45%)			79	(45.40%)				

AUM CAEP-A 2020-3.2

Classroom Management Cluster (3.3): Implements effective rules, procedures, and routines, and there is a clear indication of a classroom management system that promotes respect and responsibility.

Classroom Management Cluster (3.4): Provides smooth transitions between activities, maximizes instructional time, and implements introductions and closures in the lessons. *AUM CAEPA 2020-3.4*

3 (1.53%) 115 (58.67%)	78 (39	9.80%)
<mark>3 (1.38%)</mark> 125 (57.34%)	<mark>90 (41.</mark>	28%)
Developing Beginning Teacher	Competent Beginning Teacher (Target)	Model Beginning Teacher

Inter-Rater Summary

	Bourke, Nick	Duenas, Gilbert	Hogan, Jan	Junkin, Samantha	Mean	Stdev
Classroom Management Cluster (3.1): Promotes positive, collaborative peer interactions.	2.458	2.000	2.538	2.743	2.435	0.314
Classroom Management Cluster (3.2): Creates and maintains a positive, proactive, engaging, safe, and inclusive classroom environment conducive for learning.	2.608	2.173	2.538	2.743	2.516	0.243
Classroom Management Cluster (3.3): Implements effective rules, procedures, and routines, and there is a clear indication of a classroom management system that promotes respect and responsibility.	2.589	1.987	2.538	2.743	2.464	0.330
Classroom Management Cluster (3.4): Provides smooth transitions between activities, maximizes instructional time, and implements introductions and closures in the lessons.	2.579	1.987	2.538	2.743	2.462	0.329

Rubric: AUM Common Internship Dispositions Cluster (B)

Dispositions Cluster (1.1):		(2 pts)	(2 pts)	(3 pts)	Teacher <i>(3 pts)</i>	n Mean	Moue	Stdev
Preparedness	4.73%	86	50.89%	75	44.38%	169 2.396	2.000	0.578
Dispositions Cluster (1.2): All 2	1.02%	67	34.18%	127	64.80%	196 2.638	3.000	0.501
Dispositions Cluster (1.3): Maturity 6	4.08%	81	55.10%	60	40.82%	147 2.367	2.000	0.560
Dispositions Cluster (1.4): Collaboration	2.30%	78	44.83%	92	52.87%	174 2.506	3.000	0.544
Dispositions Cluster (1.5): 5 Reflective	2.55%	86	43.88%	105	53.57%	196 2.510	3.000	0.549

Dispositions Cluster (1.1): Preparednes AUM CAEP-B 2020-1.1

Dispositions Cluster (1.2): All students can learn AUM CAEP-B 2020-1.2

Dispositions Cluster (1.3): Maturity AUM CAEP-B 2020-1.3

Dispositions Cluster (1.4): Collaboration AUM CAEP-B 2020-1.4

Dispositions Cluster (1.5): Reflective AUM CAEP-B 2020-1.5

8 (4.73%) 86 (50.89%)		75 (44.38%)			
2 (1.02%) 67 (34.18%)	127 (64.80%)				
6 (4.08%) 81 (55.10%)		60 (40.	.82%)		
4 (2.30%) 78 (44.83%)		92 (52.87%)			
5 (2.55%) 86 (43.88%)		105 (53.57%)			
Developing Beginning Teacher	Competent Beginnin	g Teacher (Target)	Model B	eginning Teacher	

Inter-Rater Summary

	Bourke, Nick	Duenas, Gilbert	Hogan, Jan	Junkin, Samantha	Mean	Stdev
Dispositions Cluster (1.1): Preparedness	2.891	1.933	2.538	2.686	2.512	0.412
Dispositions Cluster (1.2): All students can learn	2.932	2.347	2.538	2.686	2.626	0.247
Dispositions Cluster (1.3): Maturity	3.000	1.987	2.538	2.686	2.553	0.424
Dispositions Cluster (1.4): Collaboration	2.961	2.107	2.538	2.686	2.573	0.357
Dispositions Cluster (1.5): Reflective	2.973	1.973	2.538	2.686	2.543	0.420

Rubric: AUM Common Internship Instruction Cluster (2)

		Developing Beginning Teacher <i>(1 pts)</i>	Developing Beginning Teacher <i>(1 pts)</i>	Competent Beginning Teacher (Target) <i>(2 pts)</i>	Competent Beginning Teacher (Target) <i>(2 pts)</i>	Model Beginning Teacher <i>(3 pts)</i>	Model Beginning Teacher <i>(3 pts)</i>	n Mean	Mode	Stdev
Instruction Cluster (2.1): Demonstrates a deep knowledge of content and implem students using appropriate CCRS, including opportunities for students to practice language/vocabulary.		5	4.90%	75	73.53%	22	21.57%	102 2.167	2.000	0.487
Instruction Cluster (2.2): Provides learning experiences that allow students to forr specific subject area and other disciplines (e.g., how and why these connections		3	2.42%	79	63.71%	42	33.87%	124 2.315	2.000	0.514
Instructional Cluster (2.3): Assists students in connecting subject matter to prior la		3	2.42%	74	59.68%	47	37.90%	124 2.355	2.000	0.527
Instruction Cluster (2.4): Uses instructional judgment and flexibility in the impleme lesson based on student responses.	entation and adaptation of the	2	1.96%	77	75.49%	23	22.55%	102 2.206	2.000	0.450
Instruction Cluster (2.5): Uses a variety of instructional strategies, including, demi indirect instruction to actively engage all students.	onstrations and direct and	2	1.16%	88	50.87%	83	47.98%	173 2.468	2.000	0.522
Instruction Cluster (2.6) Integrates technology media into instructional activities a	nd actively engages students in	2	1.34%	84	56.38%	63	42.28%	149 2.409	2.000	0.518
the use of this technology. Instruction Cluster (2.7): Utilizes open-ended, probing questions to expand studen	nt learning and encourage	3	2.94%	77	75.49%	22	21.57%	102 2.186	2.000	0.459
students to engage in critical thinking and problem solving. Instruction Cluster (2.8): Ethically uses a variety of assessments to demonstrate i and to modify instruction to provide feedback to students (e.g., unbiased assess of diverse learners). Involves students in monitoring their progress.		4	3.39%	86	72.88%	28	23.73%	118 2.203		0.479
Instruction Cluster (2.1): Demonstrates a deep knowledge of content and implements effective instruction for students using appropriate CCRS, including opportunities for students to practice content-specific academic language/vocabulary. AUM CAEPA 2020-2.1	5 (4.90%) 75 (73.53%)					22	(21.57%)		
Instruction Cluster (2.2): Provides learning experiences that allow students to form connections between the specific subject area and other disciplines (e.g., how and why these connections are important). AUM CAEPA 2020-22	3 (2.42%) 79 (63.71%)				42 (33	3.87%)			
Instructional Cluster (2.3): Assists students in connecting subject matter to prior learning and everyday life. AUM CAEPA 2020-2.3	3 (2.42%) 74 (59.68%)				47 (37.90%)			
Instruction Cluster (2.4): Uses instructional judgment and flexibility in the implementation and adaptation of the lesson based on student responses.	2 (1.96%) 77 (75.49%))					23	(22.55%)		
Instruction Cluster (2.5): Uses a variety of instructional strategies, including, demonstrations and direct and indirect instruction to actively engage all students. AUM CAEPA 2020-2.5	2 (1.16%) 88 (50.87%))			83 (47.98%	5)				
Instruction Cluster (2.6) Integrates technology media into instructional activities and actively engages students in the use of this technology. AUM CAEPA 2020-2.6	2 (1.34%) 84 (56.38%)			63	(42.28%)				
Instruction Cluster (2.7): Utilizes open-ended, probing questions to expand student learning and encourage students to engage in critical thinking and problem solving. AUM CAEPA 2020-2.7	3 (2.94%) 77 (75.49%))					22	2 (21.57%)		
Instruction Cluster (2.8): Ethically uses a variety of assessments to demonstrate and check for student learning and to modify instruction to provide feedback to students (e.g., unbiased assessments to accommodate needs of diverse learners). Involves students in monitoring their progress. AUM CAEPA 2020-2.8	4 (3.39%) 86 (72.88%)					28 (2	3.73%)		
	Developing Beginn	ing Teacher	Co	mpetent Beginning	Teacher (Target)		Model Be	eginning Tea	acher	

Inter-Rater Summary

	Bourke, Nick	Duenas, Gilbert	Hogan, Jan	Junkin, Samantha	Klash, Erin	Mean	Stdev
Instruction Cluster (2.1): Demonstrates a deep knowledge of content and implements effective instruction for students using appropriate CCRS, including opportunities for students to practice content-specific academic language/vocabulary.	2.500	1.960	2.538	3.000		2.500	0.425
Instruction Cluster (2.2): Provides learning experiences that allow students to form connections between the specific subject area and other disciplines (e.g., how and why these connections are important).	2.875	1.987	2.538	3.000		2.600	0.453
Instructional Cluster (2.3): Assists students in connecting subject matter to prior learning and everyday life.	2.875	2.053	2.538	3.000		2.617	0.423
Instruction Cluster (2.4): Uses instructional judgment and flexibility in the implementation and adaptation of the lesson based on student responses.	2.500	2.013	2.538	3.000		2.513	0.403
Instruction Cluster (2.5): Uses a variety of instructional strategies, including, demonstrations and direct and indirect instruction to actively engage all students.	2.849	2.000	2.538	3.000		2.597	0.442
Instruction Cluster (2.6) Integrates technology media into instructional activities and actively engages students in the use of this technology.	2.824	2.000	2.538	3.000		2.590	0.437
Instruction Cluster (2.7): Utilizes open-ended, probing questions to expand student learning and encourage students to engage in critical thinking and problem solving.	2.500	1.987	2.538	3.000		2.506	0.414
Instruction Cluster (2.8): Ethically uses a variety of assessments to demonstrate and check for student learning and to modify instruction to provide feedback to students (e.g., unbiased assessments to accommodate needs of diverse learners). Involves students in monitoring their progress.	2.500	2.000	2.538	3.000	2.222	2.452	0.377

Rubric: AUM Common Internship Planning Cluster (1)

	Developing Beginning Teacher <i>(1 pts)</i>	Developing Beginning Teacher <i>(1 pts)</i>	Competent Beginning Teacher (Target) <i>(2 pts)</i>	Competent Beginning Teacher (Target) <i>(2 pts)</i>	Model Beginning Teacher <i>(3 pts)</i>	Model Beginning Teacher <i>(3 pts)</i>	n	Mean	Mode	Stdev
Planning Cluster (1.1): Develops learning objectives which are appropriate for the subject and grade level, and are connected appropriately to the College and Career Ready Standards (CCRS); and are measurable and identify criteria for mastery.	2	0.92%	101	46.33%	115	52.75%	218	2.518	3.000	0.518
Planning Cluster (1.2): Plans appropriate and logically sequenced instructional strategies.	5	2.55%	96	48.98%	95	48.47%	196	2.459	2.000	0.547
Planning Cluster (1.3): Plans for adaptations to accommodate for differences in individual needs, abilities and interests. Is able to provide a rationale for adaptations, and lesson plans reflect high student expectations.	8	6.40%	84	67.20%	33	26.40%	125	2.200	2.000	0.537
Planning Cluster (1.4): Plans for appropriate formative and summative assessment(s) that allow students to show mastery of the lessons central focus and learning objectives (e.g., opportunities for students to summarize or share what they learned). Plans for maintaining a record of student performance.	4	2.14%	104	55.61%	79	42.25%	187	2.401	2.000	0.532
Planning Cluster (1.5): Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity, including strategies that facilitate second language acquisition when appropriate.	4	3.20%	88	70.40%	33	26.40%	125	2.232	2.000	0.492

Planning Cluster (1.1): Develops learning objectives which are appropriate for the subject and grade level, and are connected appropriately to the College and Career Ready Standards (CCRS); and are measurable and identify criteria for mastery.

Planning Cluster (1.2): Plans appropriate and logically sequenced instructional strategies.

Planning Cluster (1.3): Plans for adaptations to accommodate for differences in individual needs, abilities and interests. Is able to provide a rationale for adaptations, and lesson plans reflect high student expectations. *Aum CRPA 2020-1.3*

Planning Cluster (1.4): Plans for appropriate formative and summative assessment(s) that allow students to show mastery of the lessons central focus and learning objectives (e.g., opportunities for students to summarize or share what they learned). Plans for maintaining a record of student performance.

Planning Cluster (1.5): Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity, including strategies that facilitate second language acquisition when appropriate. *AUM CREPA* 2020-1-5

5 (2.55%) 96 (48.98%)	95 (48.47%)
8 (6.40%) 84 (67.20%)	33 (26.40%)
A (2 1 404) 104 (EE 6104)	70 (42 25%)
<mark>4 (2.14%)</mark> 104 (55.61%)	79 (42.25%)
4 (2.14%) 104 (55.61%)	79 (42.25%)
4 (2.14%) 104 (55.61%)	79 (42.25%)
4 (2.14%) 104 (55.61%)	79 (42.25%)

115 (52.75%)

Developing Beginning Teacher

Competent Beginning Teacher (Target)

Model Beginning Teacher

Inter-Rater Summary

	Bourke, Nick	Duenas, Gilbert	Hogan, Jan	Junkin, Samantha	Klash, Erin	Mean	Stde
Planning Cluster (1.1): Develops learning objectives which are appropriate for the subject and grade level, and are connected appropriately to the College and Career Ready Standards (CCRS); and are measurable and identify criteria for mastery.	2.874	2.000	2.538	2.657		2.517	0.372
Planning Cluster (1.2): Plans appropriate and logically sequenced instructional strategies.	2.863	1.960	2.538	2.657		2.505	0.387
Planning Cluster (1.3): Plans for adaptations to accommodate for differences in individual needs, abilities and interests. Is able to provide a rationale for adaptations, and lesson plans reflect high student expectations.	2.500	1.920	2.538	2.657		2.404	0.329
Planning Cluster (1.4): Plans for appropriate formative and summative assessment(s) that allow students to show mastery of the lesson's central focus and learning objectives (e.g., opportunities for students to summarize or share what they learned). Plans for maintaining a record of student performance.	2.891	2.000	2.538	2.657	2.222	2.462	0.353
Planning Cluster (1.5): Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity, including strategies that facilitate second language acquisition when appropriate.	2.500	1.973	2.538	2.657		2.417	0.303

2 (0.92%) 101 (46.33%)

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Rubric: AUM Common Internship Professionalism Cluster (4)

·											
		Developing Beginning Teacher <i>(1 pts)</i>	Developing Beginning Teacher <i>(1 pts)</i>	Competent Beginning Teacher (Targe <i>(2 pts)</i>	Compe Beginn et) Teache <i>(2 pts)</i>	ing Be er (Target) Te	odel eginning eacher ? <i>pts)</i>	Model Beginning Teacher <i>(3 pts)</i>	n Mean	Mode	Stdev
Professionalism Cluster (4.1): Creates a positive rapport with students, parents, or administrators, and supervisors.	olleagues,	3	2.04%	72	48.98%	72		48.98%	147 2.469	3.000	0.538
Professionalism Cluster (4.2): Engages in collaborative activities with students, pr and colleagues. Professionalism Cluster (4.3): Maintains an appropriate level of professional ethic		2	1.37%	84	57.53%	60		41.10%	146 2.397	2.000	0.517
conduct, academic integrity, emotional maturity, and legal mandates/school polic 504 accommodations).	(e.g., IEP/Section	3	2.04%	65	44.22%	79		53.74%	147 2.517	3.000	0.539
Professionalism Cluster (4.4): Reflects on teaching by identifying opportunities to implement changes based on reflections.	modify instruction or	3	2.04%	85	57.82%	59		40.14%	147 2.381	2.000	0.526
Professionalism Cluster (4.5): Communicates in ways that demonstrate sensitivity using non-biased strategies and methods during instruction.	to all students by	2	1.36%	63	42.86%	82		55.78%	147 2.544	3.000	0.525
Professionalism Cluster (4.6): Is receptive to constructive criticism from mentor te and administrators and incorporates feedback.	acher, supervisor,	5	3.40%	83	56.46%	59		40.14%	147 2.367	2.000	0.548
Professionalism Cluster (4.7): Presents self in a professional manner in terms of attire, conduct, preparation/ organization of materials, and is a role model for stud		3	2.04%	79	53.74%	65		44.22%	147 2.422	2.000	0.534
Professionalism Cluster (4.8): Demonstrates acceptable oral, written, and nonver consistent with the expectations of a college graduate across a variety of commu as phone, computer, and social media.		5	3.40%	83	56.46%	59		40.14%	147 2.367	2.000	0.548
Professionalism Cluster (4.1): Creates a positive rapport with students, parents, colleagues, administrators, and supervisors.	3 (2.04%) 72 (4	48.98%)				72 (48.98%)					
Professionalism Cluster (4.2): Engages in collaborative activities with students, parents, supervisors, and colleagues.	2 (1.37%) 84 (57.53%)				60	(41.10%)				
AUM CAEP-A 2020-4.2 Professionalism Cluster (A 2): Maintains an appropriate level	and the second										
Professionalism Cluster (4.3): Maintains an appropriate level of professional ethics in terms of personal conduct, academic integrity, emotional maturity, and legal mandates/school policy (e.g., IEP/Section 504 accommodations). AUM CAEPA 2020-4.3	3 (2.04%) 65 (4	14.22%)			79 (5	3.74%)					
Professionalism Cluster (4.4): Reflects on teaching by	3 (2.04%) 85 (5	57 82%					(40.14%)				
identifying opportunities to modify instruction or implement changes based on reflections.	3 (2.04%) 85 (3	57.82%)				55	(40.14%)				
Professionalism Cluster (4.5): Communicates in ways that demonstrate sensitivity to all students by using non-biased strategies and methods during instruction.	2 (1.36%) <mark>63 (4</mark>	¥2.86%)			82 (55.3	78%)					
Professionalism Cluster (4.6): Is receptive to constructive criticism from mentor teacher, supervisor, and administrators and incorporates feedback.	5 (3.40%) 83 (5	56.46%)				59	(40.14%)				
Professionalism Cluster (4.7): Presents self in a professional manner in terms of appearance, attitude, attire, conduct, preparation/ organization of materials, and is a role model for students.	3 (2.04%) 79 (53.74%)				65 (44.2	22%)				
Professionalism Cluster (4.8): Demonstrates acceptable oral, written, and nonverbal communication consistent with the	5 (3.40%) 83 (5	56.46%)				59	(40.14%)				
expectations of a college graduate across a variety of communication modes such as phone, computer, and social media.											
	Developing	Beginning Teach	ner	Competent Beg	ginning Teac	her (Target)		Model B	eginning Tea	acher	
Inter-Rater Summary											
				Bo	urke. Nick	Duenas, Gilbe	rt Hogan	Jan Junkin	, Samantha	Mean	Stdev
Professionalism Cluster (4.1): Creates a positive rapport with students, parents, c	olleagues, administrat	ors, and supervisors.		3.00		2.160	2.538	2.743			0.355
Professionalism Cluster (4.2): Engages in collaborative activities with students, p				3.00		2.014	2.538	2.743			0.418
Professionalism Cluster (4.3): Maintains an appropriate level of professional ethic mandates/school policy (e.g., IEP/Section 504 accommodations).	s in terms of personal	conduct, academic in	ntegrity, emotional ma	turity, and legal 3.00	00	2.253	2.538	2.743		2.634	0.316
Professionalism Cluster (4.4): Reflects on teaching by identifying opportunities to	modify instruction or i	mplement changes b	ased on reflections.	3.00	00	1.987	2.538	2.743		2.567	0.431
Professionalism Cluster (4.5): Communicates in ways that demonstrate sensitivity	to all students by usi	ng non-biased strateg	gies and methods duri	ng instruction. 3.00	00	2.307	2.538	2.743		2.647	0.295
Professionalism Cluster (4.6): Is receptive to constructive criticism from mentor te				matorials and		1.960	2.538	2.743		2.560	0.443
Professionalism Cluster (4.7): Presents self in a professional manner in terms of is a role model for students.			-	3.00		2.067	2.538	2.743		2.587	0.395
Professionalism Cluster (4.8): Demonstrates acceptable oral, written, and nonver a variety of communication modes such as phone, computer, and social media.	par communication co	isistent with the expe	ectations of a college (3.00	00	1.960	2.538	2.743		2.560	0.443