

Rubric: AUM Common Internship Classroom Management Cluster (3)

	Developing Beginning Teacher (1 pts)	Developing Beginning Teacher (1 pts)	Competent Beginning Teacher (Target) (2 pts)	Competent Beginning Teacher (Target) (2 pts)	Model Beginning Teacher (3 pts)	Model Beginning Teacher (3 pts)	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

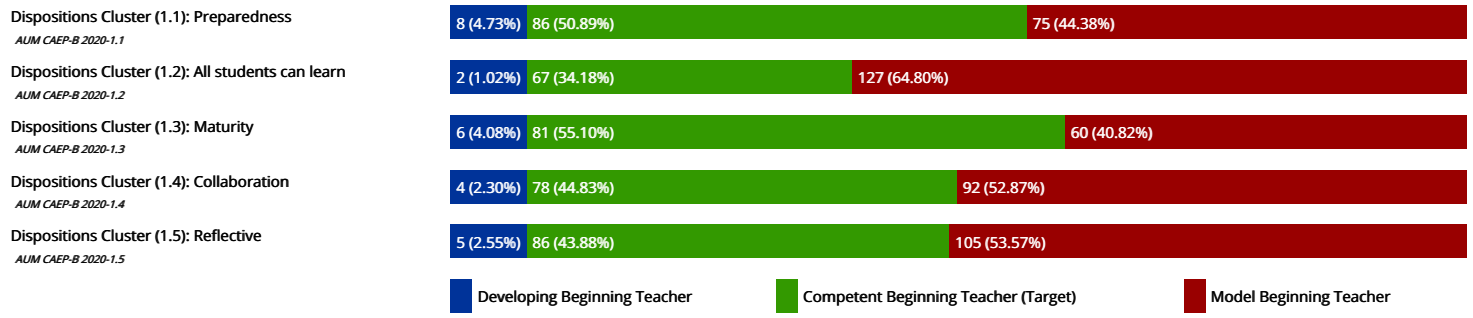


Inter-Rater Summary

	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)

	Developing Beginning Teacher (1 pts)	Developing Beginning Teacher (1 pts)	Competent Beginning Teacher (Target) (2 pts)	Competent Beginning Teacher (Target) (2 pts)	Model Beginning Teacher (3 pts)	Model Beginning Teacher (3 pts)	n	Mean	Mode	Stdev
Dispositions Cluster (1.1): Preparedness	8	4.73%	86	50.89%	75	44.38%	169	2.396	2.000	0.578
Dispositions Cluster (1.2): All students can learn	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	4	2.30%	78	44.83%	92	52.87%	174	2.506	3.000	0.544
Dispositions Cluster (1.5): Reflective	5	2.55%	86	43.88%	105	53.57%	196	2.510	3.000	0.549

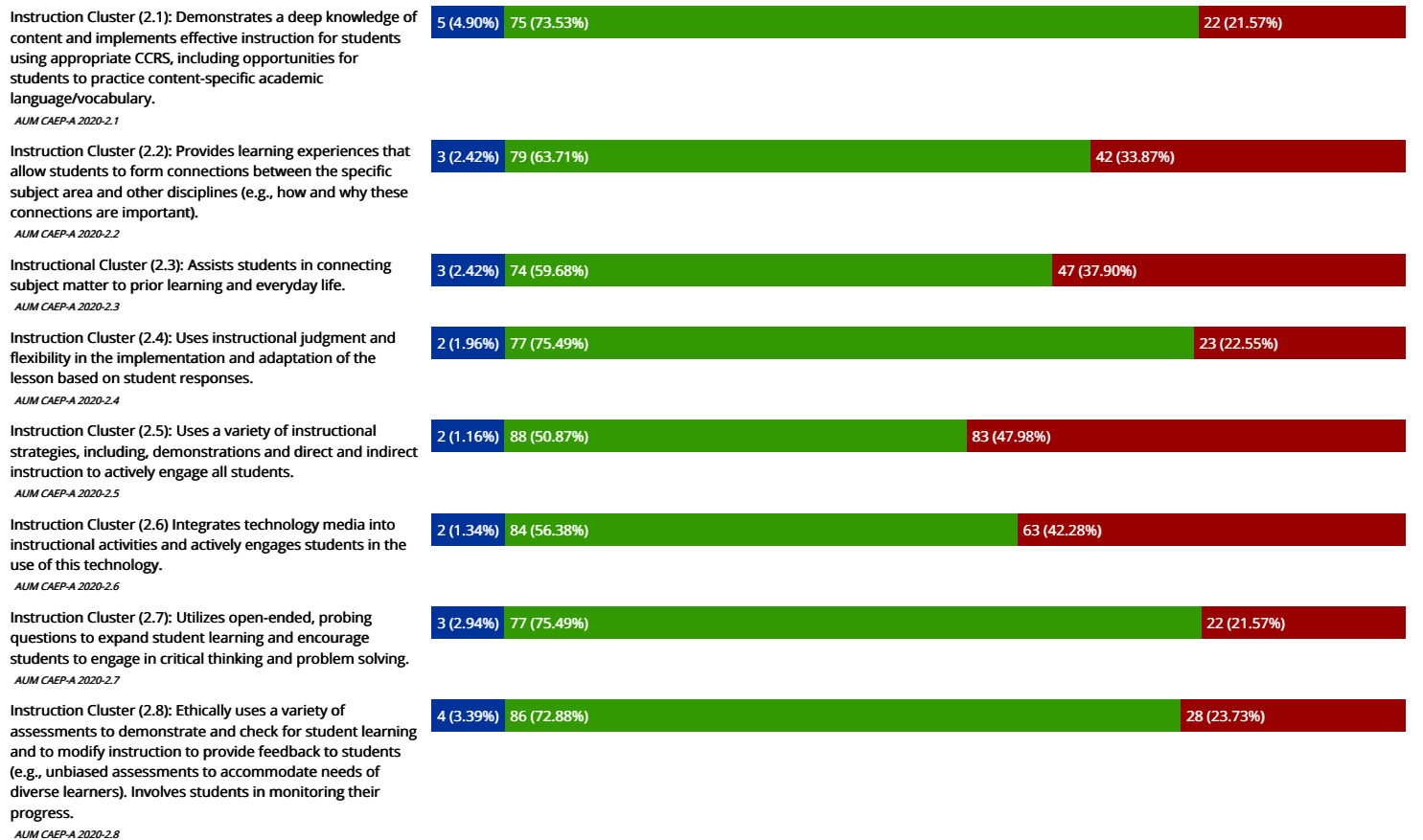


Inter-Rater Summary

	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 (1 pts)	Developing Beginning Teacher (1 pts)	Competent Beginning Teacher (Target) (2 pts)	Competent Beginning Teacher (Target) (2 pts)	Model Beginning Teacher (3 pts)	Model Beginning Teacher (3 pts)	n	Mean	Mode	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.	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 form connections between the specific subject area and other disciplines (e.g., how and why these connections are important).	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 learning and everyday life.	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 implementation and adaptation of the lesson based on student responses.	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, demonstrations and direct and indirect instruction to actively engage all students.	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 and actively engages students in the use of this technology.	2	1.34%	84	56.38%	63	42.28%	149	2.409	2.000	0.518
Instruction Cluster (2.7): Utilizes open-ended, probing questions to expand student learning and encourage students to engage in critical thinking and problem solving.	3	2.94%	77	75.49%	22	21.57%	102	2.186	2.000	0.459
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.	4	3.39%	86	72.88%	28	23.73%	118	2.203	2.000	0.479



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 (1 pts)	Developing Beginning Teacher (1 pts)	Competent Beginning Teacher (Target) (2 pts)	Competent Beginning Teacher (Target) (2 pts)	Model Beginning Teacher (3 pts)	Model Beginning Teacher (3 pts)	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

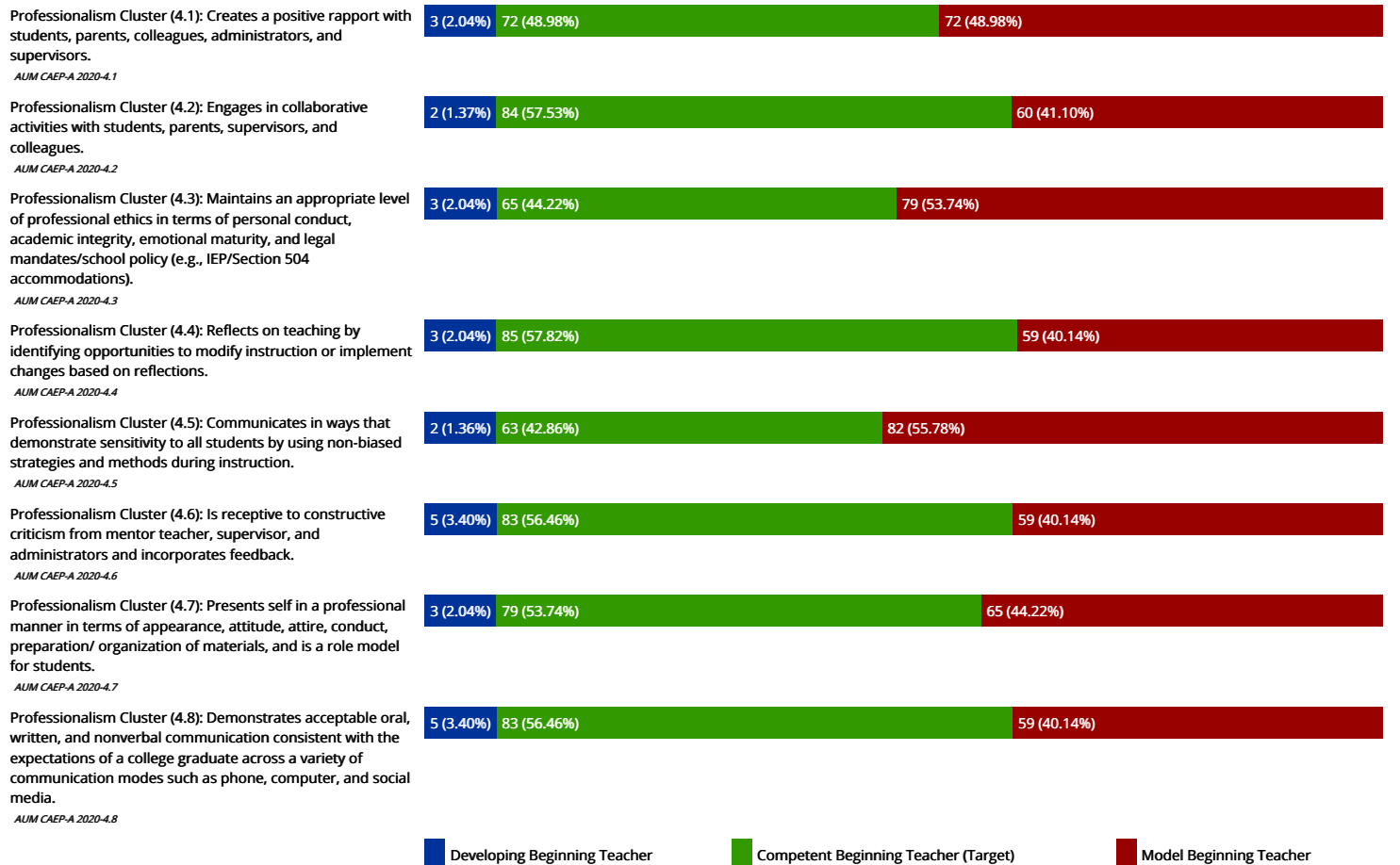


Inter-Rater Summary

	Bourke, Nick	Duenas, Gilbert	Hogan, Jan	Junkin, Samantha	Klash, Erin	Mean	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.	2.874	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

Rubric: AUM Common Internship Professionalism Cluster (4)

	Developing Beginning Teacher (1 pts)	Developing Beginning Teacher (1 pts)	Competent Beginning Teacher (Target) (2 pts)	Competent Beginning Teacher (Target) (2 pts)	Model Beginning Teacher (3 pts)	Model Beginning Teacher (3 pts)	n	Mean	Mode	Stdev
Professionalism Cluster (4.1): Creates a positive rapport with students, parents, colleagues, administrators, and supervisors.	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, parents, supervisors, and colleagues.	2	1.37%	84	57.53%	60	41.10%	146	2.397	2.000	0.517
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).	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 modify instruction or implement changes based on reflections.	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 to all students by using non-biased strategies and methods during instruction.	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 teacher, supervisor, and administrators and incorporates feedback.	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 appearance, attitude, attire, conduct, preparation/ organization of materials, and is a role model for students.	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 nonverbal communication consistent with the expectations of a college graduate across a variety of communication modes such as phone, computer, and social media.	5	3.40%	83	56.46%	59	40.14%	147	2.367	2.000	0.548



Inter-Rater Summary

	Bourke, Nick	Duenas, Gilbert	Hogan, Jan	Junkin, Samantha	Mean	Stdev
Professionalism Cluster (4.1): Creates a positive rapport with students, parents, colleagues, administrators, and supervisors.	3.000	2.160	2.538	2.743	2.610	0.355
Professionalism Cluster (4.2): Engages in collaborative activities with students, parents, supervisors, and colleagues.	3.000	2.014	2.538	2.743	2.574	0.418
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).	3.000	2.253	2.538	2.743	2.634	0.316
Professionalism Cluster (4.4): Reflects on teaching by identifying opportunities to modify instruction or implement changes based on reflections.	3.000	1.987	2.538	2.743	2.567	0.431
Professionalism Cluster (4.5): Communicates in ways that demonstrate sensitivity to all students by using non-biased strategies and methods during instruction.	3.000	2.307	2.538	2.743	2.647	0.295
Professionalism Cluster (4.6): Is receptive to constructive criticism from mentor teacher, supervisor, and administrators and incorporates feedback.	3.000	1.960	2.538	2.743	2.560	0.443
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.	3.000	2.067	2.538	2.743	2.587	0.395
Professionalism Cluster (4.8): Demonstrates acceptable oral, written, and nonverbal communication consistent with the expectations of a college graduate across a variety of communication modes such as phone, computer, and social media.	3.000	1.960	2.538	2.743	2.560	0.443