

1: Learner Development (INTASC 1; NJ Professional Std. 1; CAEP 1.1, 1.2, 1.3, 1.4, 1.5)

The candidate understands how learners grow 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.

	Not Observed	Emerging Level 1	Developing Level 2	Proficient Level 3	Exceeding Level 4
	(0)	(1)	(2)	(3)	(4)
1.1 Incorporates differentiated instruction appropriately		The candidate does not differentiate instruction for students; all students receive the same directions and responses regardless of their functioning level and level of need.	The candidate attempts to differentiate instruction for one or two students. Only one or two students receive adjusted directions, but the candidate provides no reasoning or documentation for this adjustment.	The candidate differentiates instruction for students requiring direction adjustment due to functioning level or level of need; the candidate identifies examples of instruction differentiation by level of need in the planning materials.	The candidate incorporates instruction differentiation for all students, documents modifications, and provides reasoning behind direction modifications in the planning materials.
1.2 Implements lesson plans that are developmentally appropriate	(0)	(1)	(2)	(3)	(4)
		The candidate implements lesson plans that are not developmentally appropriate for all students. Instruction is below or above students' developmental level, and the candidate provides no justification as to why the lesson plans are "developmentally appropriate."	The candidate attempts to implement lesson plans that are developmentally appropriate for the majority of students, but the plan excludes two or three students where it is above or below their developmental level. The candidate provides no justification as to why the lesson plans are "developmentally appropriate" in the planning materials.	The candidate implements lesson plans that are developmentally appropriate for the majority of the students. The candidate provides justification as to why the lesson plans are "developmentally appropriate" in planning materials.	The candidate implements lesson plans that are developmentally appropriate for all students. The candidate provides documentation of needed adaptations within lesson plan and justification on why the materials are developmentally appropriate.
1.3 Implements activities which support the whole child	(0)	(1)	(2)	(3)	(4)
		The candidate does not implement an activity to support the whole child, and only addresses one of the five areas in activity (e.g., cognitive, linguistic, social, emotional, physical). The candidate does not document why a specific area was included in an activity and the reasoning behind it (e.g., how the lesson supports the area).	The candidate does not implement an activity to support the whole child and only addresses two of the five areas in activity (e.g., cognitive, linguistic, social, emotional, physical). The candidate does not document why specific areas were included in activity and the reasoning behind it (e.g., how the lesson supports the area).	The candidate successfully implements an activity to support the whole child and addresses three of the five areas in activity (e.g., cognitive, linguistic, social, emotional, physical). The candidate documents why specific areas were included in the activity and the reasoning behind it (e.g., how the lesson supports the area).	The candidate successfully implements an activity to support the whole child and addresses four or more areas in the activity (e.g., cognitive, linguistic, social, emotional, physical). The candidate documents why specific areas were included in the activity and the reasoning behind it (e.g., how the lesson supports the area).
Holistic Evaluation of "Learner Development"	(0)	(1)	(2)	(3)	(4)

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2: Learning Differences (INTASC 2; NJ Professional Std. 2; CLAIM 4; CAEP 1.1, 1.2, 1.3, 1.4, 1.5)

The candidate uses understanding of individual differences and diverse culture and communities to ensure inclusive learning environments that enable each learner to meet high standards. Candidates know and value how individuals are shaped by their life experiences as mediated by factors such as social class, gender, race, ethnicity, language, sexual orientation, age, and social needs. Our candidates know, value, and engage in culturally responsive teaching to promote social justice, particularly in our urban areas.

	Not Observed (0)	Emerging Level 1 (1)	Developing Level 2 (2)	Proficient Level 3 (3)	Exceeding Level 4 (4)
2.1 Makes appropriate adaptations for individuals with particular learning needs		The candidate does not make adjustments for English Language Learners (ELLs), students with IEPs, and students with learning differences or needs.	The candidate makes an attempt to make adjustments for ELLs, students with IEPs, and students with learning differences, but does not make planned efforts to address this initiative.	The candidate makes appropriate adjustments for ELLs, students with IEPs, and students with learning differences or needs.	The candidate makes appropriate adjustments for ELLs, students with IEPs, and students with learning differences or needs and provides evidence of these efforts in lesson planning.
2.2 Provides resources, supports, and specialized assistance and services for English Language Learners, student with IEP's and others with learning differences or needs.		The candidate does not provide evidence and/or provides inaccurate information in resources and/or supports for English Language Learners, students with IEPs, and students with learning differences or needs.	The candidate provides resources, supports, and specialized assistance and services for only a portion of student populations with learning differences or needs (e.g., English Language Learners, students with IEPs, etc.).	The candidate provides resources, supports, and specialized assistance and services for English Language Learners, students with IEPs, and other student populations with learning differences or needs.	The candidate provides resources, supports, and specialized assistance and services for ELLs, students with IEPs, and all student populations with learning differences or needs. The candidate provides rationale for the support services documented in planning.
2.3 Creates a learning community in which individual differences are respected		The candidate structures his/her learning community using examples of individual differences (e.g., social class, gender, race, ethnicity, language, sexual orientation, age, and social needs). However, the candidate does not bridge individual differences or stress the importance of respecting these differences.	The candidate structures his/her learning community using examples of individual differences (e.g., social class, gender, race, ethnicity, language, sexual orientation, age, and social needs). The candidate bridges individual differences and the importance of respecting these differences, but does so without providing students rationale or real life experiences and/or application.	Candidate structures his/her learning community using examples of individual differences (e.g., social class, gender, race, ethnicity, language, sexual orientation, age, and social needs); candidate bridges individual differences and stresses the importance of respecting these differences by providing students real life experiences and/or opportunities for application.	Candidate documents the importance of promoting social justice in planning materials. Candidate structures his/her learning community using examples of individual differences (e.g., social class, gender, race, ethnicity, language, sexual orientation, age, and social needs). Candidate stresses importance of respecting these differences by providing real life experiences and opportunities for application.
2.4 Engages in classroom activities that help students learn about diversity, their families and their communities		The candidate makes no attempt to address a diversity concept in the lesson plan and does not include a diversity component in the implemented student activity.	The candidate plans to address a diversity concept into the lesson plan but does not include the diversity theme in the implemented student activity.	The candidate plans to address a diversity concept into the lesson plan and includes one aspect of diversity in the implemented student activity.	The candidate plans to address a diversity concept into the lesson plan and includes a multifaceted approach to diversity in the implemented student activity.
Holistic Evaluation of "Learner Differences"	(0)	(1)	(2)	(3)	(4)

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3: Learning Environment (INTASC 3; NJ Professional Std. 3; CAEP 1.1, 1.2, 1.3, 1.4, 1.5)

The candidate works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.

	Not Observed (0)	Emerging Level 1 (1)	Developing Level 2 (2)	Proficient Level 3 (3)	Exceeding Level 4 (4)
3.1 Creates a positive learning climate		Although the candidate provides student support through instruction, the candidate makes no attempt at creating a positive learning climate.	The candidate attempts to create a positive learning climate, but efforts appear disjointed and inconsistent throughout lesson.	The candidate creates a positive learning climate through encouraging positive social interaction and modeling positive communication.	The candidate creates a positive learning climate through establishing ongoing student support, encouraging positive social interaction, modeling positive communication, and managing inappropriate student behavior.
3.2 Organizes a supportive, orderly classroom environment		The candidate makes limited effort to establish an orderly classroom environment.	The candidate has difficulty managing the classroom environment which results in an unorganized lesson. Students do not appear to engage in orderly conduct.	The candidate organizes a supportive classroom environment by managing student behavior and implementing lessons based on organized notes and an understanding of the classroom environment.	The candidate maintains a supportive classroom environment throughout lesson and provides thorough documentation of planning to establish an orderly environment in lesson planning notes. The candidate has a thorough understanding of the classroom environment.
3.3 Effectively multitasks		The candidate attempts to multitask during the lesson (for example, instructing the class and providing individual support to a specific student) but is unable to maintain an orderly classroom environment.	The candidate attempts to multitask during the lesson (for example, instructing the class and providing individual support to a specific student) and can maintain an orderly classroom environment for only intermittent portions of the lesson.	The candidate successfully multitasks during the lesson without taking away value from the lesson or attention from the class as a whole.	The candidate demonstrates use of multitasking during the lesson for multiple students and various tasks without taking away value from the lesson or attention from the class as a whole.
3.4 Demonstrates appropriate pacing and smooth transitions		The candidate makes no attempt to provide appropriate pacing or smooth transitions within the learning environment.	The candidate attempts to provide appropriate pacing and smooth transitions within the learning environment; however, the candidate transitions too slowly/ quickly into new material.	The candidate demonstrates appropriate pacing and smooth transitions within the learning environment.	The candidate demonstrates appropriate pacing and smooth transitions within the learning environment; students are given ample information on upcoming activities and provided time to prepare for the next lesson component.

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	(0)	(1)	(2)	(3)	(4)
3.5 Keeps learners actively engaged		Lesson creates an unorganized, disengaged environment. For example, the structure or pacing of the lesson is disorganized and leads to student disengagement.	The lesson structure or components cause confusion, and students appear disengaged.	Students are given ample information on activities and provided time to prepare for upcoming and engage in current lesson components. Lesson structure promotes student engagement.	The candidate checks in with students to assess if all are prepared and ready for the lesson and provides students with information on lesson components. The overall organization of the lesson encourages student engagement and active participation.
3.6 Manages inappropriate behaviors in effective and positive ways	(0)	(1)	(2)	(3)	(4)
		The candidate makes no attempt to implement a culturally responsive classroom management technique. The candidate provides limited documentation regarding attempts to incorporate positive social interaction or to manage inappropriate student behavior.	The candidate attempts to implement a culturally responsive classroom management technique but does so unsuccessfully within the observed lesson. The candidate has difficulty managing inappropriate student behavior.	The candidate implements one culturally responsive classroom management technique. The candidate manages students' inappropriate behavior.	The candidate implements several culturally responsive classroom management techniques. The candidate manages students' inappropriate behavior and provides documentation of planning efforts to address inappropriate behavior in the lesson planning materials.
Holistic Evaluation of "Learning Environment"	(0)	(1)	(2)	(3)	(4)

4. Subject Matter Knowledge (INTASC 4; NJ Professional Std. 4; CAEP 1.1, 1.2, 1.3, 1.4, 1.5)

Candidates shall understand the central concepts, tools of inquiry, and structures of the discipline, especially as they relate to appropriate standards (such as Common Core State Standards), and design developmentally appropriate learning experiences making the subject matter accessible and meaningful to all students.

	Not Observed (0)	Emerging Level 1 (1)	Developing Level 2 (2)	Proficient Level 3 (3)	Exceeding Level 4 (4)
4.1 Implements lessons that demonstrate knowledge of the subject matter		The candidate attempts to demonstrate an understanding of subject matter knowledge but provides only broad examples of the topic in the lesson and does not apply the subject matter in the student activity.	The candidate attempts to demonstrate an understanding of subject matter knowledge but provides limited examples of the content in the student activities and overall lesson.	The candidate demonstrates an understanding of subject matter knowledge by incorporating related background knowledge and other applicable instructional tools in the student activities and lesson plan.	The candidate demonstrates an understanding of subject matter knowledge by incorporating related background knowledge and other applicable instructional tools in the student activities and lesson plan. The candidate provides extensive documentation of content knowledge in the planning materials.
4.2 Demonstrates knowledge of appropriate Common Core State Standards for the discipline		The candidate does not demonstrate knowledge of appropriate standards (such as Common Core State Standards) and does not link (or incorrectly links) standards to lesson components in the planning materials.	The candidate demonstrates knowledge of appropriate standards (such as Common Core State Standards) for the discipline by linking appropriate standards to the overall lesson but does not link standards to each specific lesson component.	The candidate demonstrates knowledge of appropriate standards (such as Common Core State Standards) for the discipline by linking appropriate standards to each lesson components.	The candidate demonstrates knowledge of appropriate standards (such as Common Core State Standards) for the discipline by linking appropriate standards to each lesson component. Moreover, the candidate provides justification of why specific standards were linked to the lesson plan.
4.3 Engages students in critical thinking within the content area		The candidate attempts to engage students in critical thinking within the content area by posing questions within the lesson; however, questions do not allow students to think critically (e.g., answers could be retrieved from textbook).	The candidate attempts to engage students in critical thinking within the content area by posing questions within the lesson; however, students appear as if they do not understand the questions.	The candidate engages students in critical thinking within the content area by incorporating a related activity or embedding interactive question sets that allow students to think about the content area more abstractly (e.g., information cannot be easily retrieved from student textbook).	The candidate engages students in critical thinking within the content area by incorporating a related activity or embedding interactive question sets that allow students to think about the content area more abstractly; the candidate documents rationale for critical thinking activity in the planning materials.
Holistic Evaluation of “Subject Matter Knowledge”					

5: Assessment (INTASC 6; NJ Professional Std. 6; CAEP 1.2, 1.3)

Candidates shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

	Not Observed (0)	Emerging Level 1 (1)	Developing Level 2 (2)	Proficient Level 3 (3)	Exceeding Level 4 (4)
5.1 Uses formative and summative assessment data to adjust and improve instruction		The candidate uses formative OR summative assessment data to adjust and improve instruction. The candidate has difficulty providing documentation of what data is and why it is important to use; moreover, the candidate provides no evidence of how the data can help improve future instruction.	The candidate uses formative OR summative assessment data to adjust and improve instruction. The candidate provides documentation of what data is and why it is important to use but offers no evidence of how the data can help improve in future instruction.	The candidate uses formative AND summative assessment data to adjust and improve instruction. The candidate provides documentation of what data is, why it is important to use, and how the data can help improve in future instruction.	The candidate uses formative AND summative assessment data to adjust and improve instruction and provides documentation of what data is, why it is important to use, and how data can help improve future instruction. The candidate provides examples of adjusted/ improved instruction techniques to be used in the future.
5.2 Provides meaningful and specific feedback to students on their learning		The candidate attempts to provide feedback to students on their learning through verbal or written feedback; candidate provides students the opportunity to review feedback as a class; however, candidate does not provide the opportunity for students to ask questions, and allow for discussion for future improvement based on candidate feedback.	Candidate provides feedback to students on their learning through verbal or written feedback; candidate provides students the opportunity to review feedback as a class, ask questions, and allow for discussion for future improvement.	Candidate provides feedback to students on their learning through verbal or written feedback; candidate provides students the opportunity to review feedback on a one-to-one basis, ask questions, and allow for discussion for future improvement.	Candidate provides feedback to students on their learning through verbal or written feedback; provides students the opportunity to review feedback on a one-to-one basis, ask questions, and allow for discussion for future improvement; documents in planning materials how components of feedback were determined and organized (evidenced that feedback structure was standard for all).
5.3 Uses multiple formal and informal assessment techniques to foster continuous development of students		Candidate uses informal assessment techniques; candidate documents rationale for assessment(s) in planning materials but not does address how data will be used to assess student development.	Candidate uses informal assessment techniques; candidate documents rationale for assessment(s) in planning materials and addresses how data will be used to assess student development.	Candidate uses formal and informal assessment techniques; candidate documents rationale for assessment(s) in planning materials and addresses how data will be used to assess student development.	Candidate uses formal and informal assessment techniques; candidate documents rationale for assessment(s) in planning materials and addresses how data will be used to assess student development; candidate includes example of previous data as evidence for awareness of student improvement and growth.
Holistic Evaluation of "Assessment"					

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6: Planning for Instruction (INTASC 7; NJ Professional Std. 7; CAEP 1.1, 1.2, 1.3, 1.4, 1.5)

The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Not Observed (0)	Emerging Level 1 (1)	Developing Level 2 (2)	Proficient Level 3 (3)	Exceeding Level 4 (4)
6.1 Selects and creates learning experiences that are appropriate for curriculum goals and content standards		The candidate selects and creates learning experiences that are inappropriate for curriculum goals and content standards; candidate designs the lesson entirely outside the scope of curricula and standards.	The candidate selects and creates learning experiences that are somewhat inappropriate for curriculum goals and content standards; candidate intersperses inappropriate lesson elements.	The candidate selects and creates learning experiences that meet curriculum goals and content standards; all major lesson components fit within the scope of curricula and standards.	Candidate selects and creates learning experiences that not only meet curriculum goals and content standards but also add to them in a synergistic and holistic way; for example, candidate combines basic lesson elements in ways to offer cross or interdisciplinary learning vistas.
6.2 Plans how to use accommodations, resources, and materials to differentiate instruction		The candidate does not design accommodations, resources, and materials to differentiate instruction; candidate's lesson plan does not provide appropriate differentiation methods, or candidate does not apply appropriate methods listed in lesson plan during active instruction.	The candidate plans to use some accommodations, resources, and materials to differentiate instruction but does not apply these methods consistently; candidate provides an only partially sufficient list of differentiation methods in lesson plan, or applies appropriate methods listed only infrequently during active instruction.	The candidate plans to use a sufficient range of accommodations, resources, and materials to differentiate instruction; candidate applies sufficient and proper differentiation methods to both lesson design and active instruction.	The candidate wholly integrates accommodations, resources, and materials to differentiate instruction by weaving differentiation into every stage of lesson planning and practice; candidate enhances social learning experiences across the entire classroom by designing and applying highly effective differentiation techniques.
6.3 Plans instruction based on short- and long-range goals		The candidate does not align short and long-range goals and base instruction therein; candidate neglects to collect and analyze formative and summative assessment to attain short and long-term goals.	The candidate occasionally plans instruction according to short and long-range goals but does so inconsistently; candidate does not close the assessment loop resulting in uneven progress toward short and long-term goals.	The candidate successfully coordinates short and long term planning and instruction; lesson planning is subject to the application of formative and summative assessment data analysis.	The candidate achieves an optimal balance of planning and revision of instruction based on formative and summative assessment data analysis; planning and assessment elements correlate seamlessly during active instruction.
6.4 Plans experiences that engage students in meaningful learning		Candidate's planning fails to engage students by making any connection between content and students' family lives, socioeconomic backgrounds, and local communities.	The candidate plans to engage students in meaningful learning by connecting to one example or situation relevant to students' family lives, socioeconomic backgrounds, and local communities.	The candidate plans to engage students in meaningful learning by connecting to multiple examples or situations relevant to students' family lives, socioeconomic backgrounds, and local communities.	The candidate plans to engage students in meaningful learning by making frequent, reinforced, and relevant connections to students' family lives, socioeconomic backgrounds, and local communities.
Holistic Evaluation of "Planning for Instruction"	(0)	(1)	(2)	(3)	(4)

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7: Instructional Strategies (INTASC 8; NJ Professional Std. 8; CAEP 1.1, 1.2, 1.3, 1.4, 1.5)

The candidate uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

	Not Observed (0)	Emerging Level 1 (1)	Developing Level 2 (2)	Proficient Level 3 (3)	Exceeding Level 4 (4)
<i>7.1 Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners</i>		The candidate does not apply a variety of instructional strategies and resources.	The candidate applies a limited range of instructional strategies and resources.	The candidate applies a wide variety of instructional strategies and resources.	The candidate applies a variety of instructional strategies and resources balancing the use of familiar and innovative techniques.
<i>7.2 Monitors student learning and adjusts instruction in response to student learning needs</i>		The candidate neither monitors student learning nor adjusts their approach in response to students' needs. During the lesson candidate fails to respond to individual student questions or ignores certain groups during group work.	The candidate monitors student learning inconsistently and adjusts their approach in response to students' needs inconsistently and sporadically; during the lesson candidate responds with hesitance to student questions and group work.	The candidate monitors student learning and adjusts approach in response to students' needs; during the lesson candidate responds to individual student questions and facilitates group work.	The candidate monitors student learning and anticipates changing student needs to adjust approach; during the lesson candidate attains an optimal balance between direct instruction, individual student needs, and group work.
<i>7.3 Uses a variety of instructional strategies</i>		The candidate always resorts to the same techniques and resources during instruction.	The candidate tends to favor the same techniques and resources even if sometimes inappropriate for instruction.	The candidate varies and repeats techniques and resources according to their measurable efficacy.	The candidate synthesizes techniques to optimize the effectiveness of each element and create a lesson greater than the sum of its parts.
<i>7.4 Maximizes use of instructional time</i>		The candidate does not maximize the use of instructional time; typically begins lesson minutes late and/or ends minutes early with many choppy transitions during lesson.	The candidate does not always maximize the use of instructional time by allotting inappropriate amounts of times for lesson segments and transitions; sometimes begins lesson minutes late and/or ends minutes early with one or two choppy transitions during lesson.	The candidate maximizes the use of instructional time; typically begins and ends lesson on time with an infrequent choppy transition during lesson.	The candidate maximizes the use of instructional time; lesson begins and ends on time with consistently effective transitions during the lesson.
Holistic Evaluation of "Instructional Strategies"	(0)	(1)	(2)	(3)	(4)

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8. Collaboration with Families and Community (INTASC 10; NJ Professional Std. 10; CAEP 1.1, 1.4)

Candidates shall build relationships with parents, guardians, families and agencies in the larger community to support students' learning and wellbeing.

	Not Observed	Emerging Level 1	Developing Level 2	Proficient Level 3	Exceeding Level 4
8.1 Effectively communicates with parents and guardians about learners' progress	(0)	(1)	(2)	(3)	(4)
		The candidate provides little to no evidence of communication with parents and guardians about learners' progress.	The candidate provides minimal evidence of communication with parents and guardians about learners' progress (e.g. district-mandated progress reports).	The candidate effectively communicates with parents and guardians about learners' progress by providing contact information and ongoing updates.	The candidate maintains effective communication with parents and guardians by providing ongoing updates, as well as multiple methods of contact and open electronic access to student assignments and performance.
8.2 Provides information to parents and guardians about the instructional program	(0)	(1)	(2)	(3)	(4)
		The candidate does not provide information to parents or guardians related specifically to the instructional program.	The candidate provides limited information to parents and guardians about the instructional program.	The candidate uses multiple methods of communication to provide adequate information to parents and guardians about the instructional program.	The candidate uses multiple means of communication to provide parents and guardians with ongoing information about the instructional program.
8.3 Engages families in student learning	(0)	(1)	(2)	(3)	(4)
		The candidate does not present any evidence of engaging families in student's learning.	The candidate attempts to engage families in student's learning through activities (e.g., take home assignments that require parental assistance or supervision when appropriate).	The candidate engages families in student's learning through extensive paper or electronic updates.	The candidate engages families in student's learning through extensive paper or electronic updates. Candidate also provides ongoing opportunities for communication and feedback through multiple methods of contact.
8.4 Creates learning opportunities using resources from the community	(0)	(1)	(2)	(3)	(4)
		The candidate does not use resources from the community to create learning opportunities for students.	The candidate attempts to create learning opportunities for students using resources from the community by involving local businesses or agencies.	The candidate uses resources from the community to create learning opportunities that build relationships and enhance student well-being.	The candidate aligns community resources with curriculum and student growth objectives to create learning opportunities that build relationships and enhance student well-being.
Holistic Evaluation of "Collaboration with Families and Community"	(0)	(1)	(2)	(3)	(4)

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9. Professional Learning and Reflection (INTASC 9; NJ Professional Std. 9, 11; CAEP 1.1, 1.2)

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of each learner.

	Not Observed (0)	Emerging Level 1 (1)	Developing Level 2 (2)	Proficient Level 3 (3)	Exceeding Level 4 (4)
9.1 Provides evidence of reflection on professional practice		The candidate fails to reflect at all on planning and practice or consider possible modifications.	The candidate is reactive to criticism or shallow in reflection; candidate cannot adequately explain or consider modifications to lesson.	The candidate initiates or reciprocates reflection process and is receptive to modifications in planning and instruction.	The candidate is reflective and critiques every step in planning and instruction and is highly receptive to modifications in planning/ instruction.
9.2 Uses a variety of data to evaluate the outcomes of his/her teaching		The candidate uses no data or assessment criteria to measure and evaluate outcomes of teaching.	The candidate uses data or assessment criteria only sporadically and infrequently to measure and evaluate a few outcomes of teaching.	The candidate uses data or assessment criteria routinely to measure and evaluate several outcomes of teaching.	The candidate uses data or assessment criteria routinely to measure and evaluate a wide and comprehensive range of outcomes of teaching.
9.3 Provides evidence of modifying professional practice based on reflection		The candidate provides no evidence of modifying professional practice based on reflection.	The candidate provides minimal evidence of modifying professional practice based on reflection.	The candidate provides adequate and sufficient evidence of modifying professional practice based on reflection.	The candidate provides ample evidence of modifying professional practice based on reflection.
9.4 Exhibits appropriate personal and professional demeanor		Candidate's dysfunctional working relationships require intervention of the supervisor.	Candidate, overall, has inability to access the help or cooperation of colleagues presents obstacles to the quality of professional growth and instruction.	The candidate routinely accesses colleagues as resources and works on joint in-class projects with them	The candidate is entrusted to assume department and school-wide project responsibilities and earns praise from multiple faculty and administrative colleagues.
9.5 Engages in ongoing learning opportunities		The candidate does not engage in ongoing learning activities; as a result, the candidate is insufficiently prepared to address issues, questions, or problems that emerge during lesson.	Candidate engages in occasional ongoing learning activities; candidate depends on sporadic and insufficient research and background knowledge to address issues, questions, or problems emerging in lesson.	The candidate engages habitually in ongoing learning activities; as a result, the candidate is adequately prepared to address issues, questions, or problems that emerge during lesson.	Candidate engages habitually in ongoing learning activities that enrich every aspect of planning and practice; as a result, the candidate excels in addressing issues, questions, and problems that emerge during lesson.
9.6 Works collaboratively with school colleagues to enhance student learning		The candidate does not work collaboratively with school colleagues or interacts with school colleagues unrelated to enhancing student learning.	The candidate makes limited attempts to work collaboratively with school colleagues.	The candidate works collaboratively with school colleagues.	The candidate works collaboratively with school colleagues throughout the lesson and actively engages school colleagues to participate in candidate's pre-service experience.
Holistic Evaluation of "Professional Learning and Reflection"	(0)	(1)	(2)	(3)	(4)

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10. Caring Behavior (INTASC 9, 10; NJ Professional Std. 9, 10, 11; CLAIM 3; CAEP 1.1)

Candidates build relationships that demonstrate warmth, commitment, and respect to support students' learning and well-being.

	Not Observed	Emerging Level 1	Developing Level 2	Proficient Level 3	Exceeding Level 4
10.1 Demonstrates warmth towards all students, colleagues and families	(0)	(1)	(2)	(3)	(4)
		The candidate does not exhibit observable warmth toward all students, colleagues and families. Candidate may appear isolated from colleagues with little to no personal interaction with students and their families.	The candidate provides minimal evidence of observable warmth toward all students, colleagues and families. Candidate has healthy and productive professional relationships with colleagues, as well as cordial and respectable relationships with students and their families.	The candidate demonstrates warmth toward all students, colleagues and families, which is easily observable through personal interaction and communication.	The candidate provides substantial evidence of warmth toward all students, colleagues and families, such as written correspondence. Warmth toward students is observable through tone of voice, language choice and body language. Caring behavior is reciprocated by students.
10.2 Demonstrates a strong commitment to ensuring all students' success	(0)	(1)	(2)	(3)	(4)
		The candidate does not exhibit a strong commitment to ensuring all students' success. Instruction is not differentiated and the classroom environment does not encourage success.	The candidate provides minimal evidence of a strong commitment to ensuring all students' success.	The candidate demonstrates a strong commitment to ensuring all students' success. There is minimal evidence of bias in the classroom environment and student success is both fostered and encouraged through the candidate's language and actions.	The candidate demonstrates a strong commitment to ensuring all students' success. The learning environment is bias free and the candidate's interpersonal actions clearly indicate that every student has a fair chance for success. Instruction is appropriately differentiated to ensure that every students' academic needs are met.
10.3 Develops respectful relationships with all students	(0)	(1)	(2)	(3)	(4)
		The candidate does not interact with students in a manner that develops respectful candidate/student relationships. Candidate's body language, tone of voice and language choice does not foster respect from or between students.	The candidate attempts at developing respectful relationships with all students are limited and require revision and/or enhancement.	The candidate develops respectful relationships with all students through the establishment of guidelines and boundaries, which are grounded in care and concern for the student's development and well-being.	The candidate employs multiple methods of communication to establish a respectful classroom environment. Respect is observable between students, in addition to being demonstrated through acceptance of classroom rules.
Holistic Evaluation of "Caring Behavior"	(0)	(1)	(2)	(3)	(4)

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11: Technology (INTASC 5, 8, 9; NJ Professional Std. 8, 9, 11; CLAIM 5; CAEP 1.5)

Candidates use technology to design, implement, and assess learning experiences. They use technology to engage students, improve learning and enrich professional practice.

	Not Observed	Emerging Level 1	Developing Level 2	Proficient Level 3	Exceeding Level 4
11.1 Uses technology effectively to facilitate student learning	(0)	(1)	(2)	(3)	(4)
		The candidate does not use technology to facilitate student learning applicable to the lesson.	The candidate uses technology occasionally, mainly for drill and practice activities. As a result, students receive information from the candidate or from the sources. The candidate may be the only one actively using technology.	The candidate demonstrates evidence of using technology to guide, inform, and contextualize student choices of technology tools. Lessons are structured so that student use of technology is self-directed.	The candidate encourages the innovative use of technology. Technology tools are used to facilitate higher order thinking activities that may not have been possible without the use of technology.
11.2 Engages students in using technology as a learning resource	(0)	(1)	(2)	(3)	(4)
		The candidate does not engage students in using technology as a learning resource applicable to the lesson.	The candidate provides minimum evidence of using technology as a learning resource. The candidate controls the type of technology and how it is used.	The candidate demonstrates evidence of using technology as a learning resource. Students showing evidence of developing conceptual and procedural knowledge of the technology tools. The candidate is flexible and open to student ideas.	The candidate serves as a guide, mentor, and model in the use of technology. The arrangement of the settings is flexible and varied, allowing different kinds of self-directed learning activities supported by various technologies.
11.3 Uses technology effectively to communicate with families and professionals	(0)	(1)	(2)	(3)	(4)
		The candidate does not use technology to communicate with families and professionals related to the lesson or relevant class components.	The candidate uses technology sporadically and infrequently to communicate with families and professionals.	The candidate uses technology routinely to communicate with families and professionals.	The candidate uses variety of technologies routinely to facilitate ongoing synchronous and asynchronous communication with families and professionals.
11.4 Uses technology to assist in assessing learning and organizing assessment data	(0)	(1)	(2)	(3)	(4)
		The candidate does not use technology to assist in assessing learning and organizing assessment data applicable to the lesson.	The candidate uses technology sporadically and infrequently to assist in assessing learning and organizational assessment data.	The candidate uses technology routinely to assist in assessing learning and organizational assessment data.	The candidate uses variety of technologies routinely for formative and summative assessment of learning and organizational assessment data.
11.5 Uses technology to facilitate professional responsibilities	(0)	(1)	(2)	(3)	(4)
		The candidate does not use technology to facilitate cooperation and productivity in professional practice applicable to the lesson or relevant class components.	The candidate uses technology sporadically and infrequently to facilitate cooperation and productivity in professional practice.	The candidate uses technology routinely to facilitate cooperation and productivity in professional practice.	The candidate uses technology tools and resources routinely to work collaboratively with school colleagues to fulfill professional duties and responsibilities.
Holistic Evaluation of "Technology"	(0)	(1)	(2)	(3)	(4)