

Christopher Newport University

Teacher Intern Impact Study Evaluation Rubric

Directions: Please rate this Impact Study according to the specified criteria below. Each item may receive only one score. Passing scores are those of 42 and above out of the 60 total available points. Additionally, any impact study that falls below 47 points must be scored by a second reader. The average of those two scores will then be given as the final grade.

VA/CNU Internship Performance Standard 7: Student Academic Progress
The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Intern Name: _____

	1. Title Page		X	X	X		X
N/A	2 a & b. Description of Learning Environment	X	Description includes demographic information about the school and selected class as a whole that is relevant to instruction, as well as information about particular individuals (ELL, SPED, TAG) within the class. The discussion of what these demographics mean for planning and instruction is grounded in pedagogical theory.	Description includes demographic information about the school and the selected class as a whole that is relevant to instruction There is discussion of what these demographics mean for planning and instruction.	Description is incomplete and/or missing key information.	There is no description of the learning environment.	

N/A	3a. Planning for Instruction: Topics, SOLs, Resources		X	X	X		X
St. 2	3 b & c. Planning for instruction: Unit Template and Implementing Instruction Template	X	<p>Unit plan follows required format and is aligned with SOLs and other standards.</p> <p>Critical thinking plays a key role and is exhibited across many of the content/skills identified.</p> <p>Cultural, technological, and interdisciplinary connections play a significant role and their integration is clearly identified.</p>	<p>Unit plan follows required format and is aligned with SOLs.</p> <p>Some critical thinking skills are addressed.</p> <p>Cultural, interdisciplinary, and technological connections are evident, but integration may not be clear.</p>	<p>Unit plan does not follow the required format.</p> <p>Critical thinking skills addressed are minimal or absent.</p> <p>Cultural, and interdisciplinary connections, as well as technology, play a minor role or are absent</p>	<p>There is no inclusion of the unit plan template or the implementing instruction template.</p>	

St. 2	3d. Planning for Instruction: Selected Lesson Plans	X	<p>Lesson plans follow required format and include functional objectives translated into learning targets.</p> <p>Higher-level thinking skills are integrated into objectives and activities.</p> <p>All lesson activities are aligned with objectives, promote knowledge/skill acquisition through optimal sequencing, and address individual learner progress.</p> <p>All activities are designed to promote active student engagement and are learner-centered.</p> <p>The materials used are diverse and creative.</p>	<p>Lesson plans follow the required format and include functional objectives.</p> <p>Attention to higher-level thinking skills is evident in objectives or activities.</p> <p>All lesson activities are aligned with objectives and demonstrate reasonable sequencing.</p> <p>At least one of the lesson's activities is learner-centered, and all activities promote knowledge/skill acquisition.</p> <p>Some creativity in material design is evident.</p>	<p>Lesson plans do not follow required format and/or lesson objectives may not be functional.</p> <p>Higher-level thinking skills are minimally addressed.</p> <p>Lesson activities do not align with objectives and/or are sequenced inappropriately.</p> <p>Lesson is not effective in promoting knowledge/skill acquisition. There are no learner-centered activities.</p> <p>Instructional materials consist mainly of textbook, PPT, and/or commercially prepared materials.</p>	Lesson plans are absent.	

St. 6	4a. Implementing Instruction: Self Evaluation/ Lesson Reflections	X	<p>Self- Evaluation/ Lesson Reflections use specific evidence to support conclusions about lesson effectiveness and student learning and are linked to subsequent instructional changes.</p> <p>Analysis offers multiple strategies for improving instruction and student learning.</p> <p>Focus is in on the impact of the lesson on student learning.</p>	<p>Self- Evaluation/ Lesson Reflections offer suggestions for how the lesson might be improved, but do not cite specific evidence for instructional changes.</p> <p>Focus is on teacher behavior more than the impact of the lesson on student learning.</p>	<p>Self- Evaluation/ Lesson Reflections offer no evidence to support conclusions about student learning or a rationale for future instructional changes.</p> <p>Analysis is not tied to how the lesson might be improved.</p>	There is no evidence of reflection.	
St. 3	4b. Implementing Instruction: Evaluation by Supervisors/ Coops is present and supports lesson plans.		X	X	X		X

St. 4 and 7	5a. Presentation and Assessment of Student Learning: Pre-Tests and SMART goals	X	<p>Graphic presentation of pre-test data is present, clear, and presented in more than two ways .</p> <p>The pre- test assessment is SOL-based and aligned with instructional objectives and other standards.</p> <p>Teacher analyzes the data, establishes several SMART goals based on student performance, and differentiates SMART goals for individual students</p>	<p>Graphic presentation of pre-test data is present and clear and is presented in at least two ways.</p> <p>The pre-test is SOL-based and aligned with instructional objectives.</p> <p>The teacher analyzes data and establishes at least one SMART goal based on student performance.</p>	<p>Graphic presentation of pre-test data is unclear and data presented is not meaningful for analysis.</p> <p>The pre-test is minimally aligned with SOLs and/or objectives.</p> <p>Analysis of data is not linked to any SMART goals and/ or SMART goals are inappropriate.</p>	There is no pre-test data.	

Va/CNU Standard Alignment		Y/N	Exceeds Expectations - 5	Meets Expectations - 4	Does Not Meet Expectations - 3	Not Evident- 0	Points Earned
St. 4 and 7	5b. Presentation and Assessment of Student Learning: comparison of Pre-/Post-Test Data	X	<p>Graphic presentation of comparison of pre-/ post-test data is clear and easily understood.</p> <p>The post-test is SOL based and aligned with instructional objectives and other standards.</p> <p>Analysis discusses SMART goals and comparison of pre/post –test data in terms of both teacher and student performance.</p> <p>The data analysis and conclusions drawn demonstrate meaningful insight into student performance and future instruction.</p>	<p>Graphic presentation of pre-/post-test data is present but is unclear.</p> <p>The post-test is SOL- based and aligned with instructional objectives.</p> <p>Analysis discusses SMART goals and pre-/post-test results.</p> <p>The data analysis demonstrates meaningful insight into student performance or future instruction.</p>	<p>Graphic presentation of post-test data is unclear and data presented is not meaningful for analysis.</p> <p>The post-test is not aligned with objectives and/or SOLs.</p> <p>Analysis of post-test data is not linked to SMART goals and is not linked to pre-test data.</p> <p>The data analysis does not demonstrate insight for student performance or future instruction.</p>	There is no post-test data.	

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St. 4 and 7	5c. Assessment of Student Learning: Formative Assessments	X	<p>Formative assessments align to objectives/ learning targets; objectives/learning targeted are assessed In multiple ways.</p> <p>Grading /evaluation of assessments provides information for both teacher and students to adjust future instruction/ study.</p> <p>Narrative gives several examples of how instruction was specifically modified for the class and for individuals based on assessment.</p>	<p>Formative assessments align to objectives/ learning targets; objectives/learning targets are assessed in at least one way.</p> <p>Grading /evaluation of assessments provides information for teacher to meaningfully adjust future instruction.</p> <p>Narrative states how the formative assessment(s) impacted future instruction.</p>	<p>Formative assessments do not align to objectives/ learning targets.</p> <p>Grading /evaluation system is absent or unsatisfactory for providing meaningful instructional direction.</p> <p>Narrative provides no examples of how future instruction was modified.</p>	There are no formative assessments.	

St. 4 and 7	5d. Assessment of Student Learning: Culminating Activity and Rubric	X	<p>The culminating activity and rubric assesses all or most objectives/learning targets through a performance task that focusses on critical thinking and multiple intelligences.</p> <p>Directions for the activity are clear. The rubric matches the directions, has clear, distinct, easily scored categories, and allows for student self-evaluation as well as teacher evaluation.</p> <p>Student performance results are analyzed and discussed in relationship to objectives/learning targets, including how the activity could be improved.</p>	<p>The culminating activity and rubric assesses objectives/ learning targets through a performance task.</p> <p>Directions for the activity are clear. The rubric matches directions and has clear, distinct, easily scored categories for teacher evaluation.</p> <p>Results of student performance in the culminating activity are analyzed and discussed on an overall basis.</p>	<p>The culminating activity and rubric fails to adequately assess objectives/learning targets.</p> <p>Directions for the project are unclear, and/or the rubric does not match directions.</p> <p>Results of student performance on culminating activity are not discussed.</p>	There is no culminating activity.	
St. 4 and 7	5e. Assessment of Student Learning: Student Work (Examples of student work are included)		X	X	X		X

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St. 4 and 7	5f. Assessment of Student Learning: Student Survey	X	<p>Student survey is clearly written, developmentally appropriate, and offers multiple ways for student response.</p> <p>Survey includes research-based, meaningful criteria for examining teaching effectiveness.</p> <p>Analysis of the results includes specific steps for improvement in instruction.</p>	<p>Student survey is clear and is written in a developmentally appropriate way.</p> <p>Items include meaningful criteria for examining teaching effectiveness.</p> <p>Results are summarized in terms of teacher strengths/weaknesses</p>	<p>Student survey is unclear and/or not developmentally appropriate.</p> <p>Survey lacks specific criteria for teaching effectiveness.</p> <p>Results are not analyzed.</p>	There is no student survey.	

Va/CNU Standard Alignment		Y/N	Exceeds Expectations - 5	Meets Expectations - 4	Does Not Meet Expectations - 3	Not Evident- 0	Points Earned
	6. Differentiation of instruction		<p>Both high-achieving and low-achieving or ESL students are described in specific terms of their learning weaknesses and strengths together with what that means in terms of planning and instruction.</p> <p>The differentiation methods/strategies used are research-based, aligned with students' learning strengths and weaknesses, and are designed to increase each student's capacity for continued learning.</p> <p>Analysis of the effects of differentiation on both students is thorough and proposes new ideas for future differentiation based on results.</p>	<p>Both high-achieving and low-achieving or ESL students are described in terms of learning weaknesses and strengths.</p> <p>The differentiation methods/strategies are research-based and aligned with students' learning strengths and weaknesses.</p> <p>There is analysis of the effect of differentiation on both students.</p>	<p>Both high-achieving and low-achieving or ESL students are described, but not in terms of their learning weaknesses and strengths.</p> <p>The differentiation methods/strategies used are not supported by research and/or do not help learners meet objectives.</p> <p>There is minimal discussion of the effects of differentiation for one or both students.</p>	<p>There is no description of the high-achieving and low-achieving or ESL students</p>	

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St. 6	7. a1-4 Reflection on Teaching Effectiveness	X	<p>a1. Reflection on teaching and student mastery of goals/objectives is detailed with insightful connections between planning and actual instruction.</p> <p>a2. Discussion of most/least successful classroom activities is thoroughly and thoughtfully linked to teaching practices.</p> <p>a3. Proposes a systematic, effective plan for improving student performance based on assessment results of this study.</p> <p>a4. Commentary on the unit is based on theoretical principles and how they relate to and inform classroom practice through four or more references.</p>	<p>a1. Reflection upon teaching and student mastery of objectives is present and linked to goals/objectives.</p> <p>a2. Discussion of most/least successful classroom activities is present and linked to teaching practices.</p> <p>a3. Offers several effective ideas for improving student performance based on assessment results of this study.</p> <p>a4. Commentary on the unit reflects ability to link theory to practice through at least one-three references.</p>	<p>a1. Reflection on teaching effectiveness is superficial.</p> <p>a2. Discussion of most/least successful classroom activity is minimally present, and/or does not critically analyze teaching practices.</p> <p>a3. Ideas for improving student performance are inadequate and/or ineffective and may not be based on the results of the study.</p> <p>a4. Commentary on the unit demonstrates no ability to link theory to practice.</p>	<p>a1 is missing.</p> <p>a2 is missing.</p> <p>a3 is missing.</p> <p>a4 is missing.</p>	

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St. 6	7 b. Professional Development Plan	X	Detailed, thoughtful reflection on own teaching preparation and personal dispositions for teaching, linked closely to the 6 standards of the VA/CNU Teacher Prep Program. Goals for future and personal strengths/weaknesses are identified and planned for, including specific steps for implementation.	Adequate reflection on teaching preparation and personal dispositions for teaching, linked closely to the six standards of the VA/ CNU Teacher Prep Program. Goals for future and personal strengths/weaknesses are identified. A plan for improvement is included.	Inadequate reflection on teaching preparation and personal dispositions for teaching, and/ or not linked closely to the six standards of the VA/CNU Teacher Prep Program. Goals for future and personal strengths/weaknesses are not identified, and/or a plan is not articulated.			
	Penalty (if applied): Impact Study has areas that are not well-written and /or has grammatical or mechanical errors that detract from reading.				-3 pts		-2 pts	-1 pt
	TOTAL RAW POINTS: _____/60 available points							

There are 30 final evaluation rubric points available for Standard 7, the Impact Study. The final Impact Study, worth 60 pts, will be divided by 2 to derive the final score.

Raw Impact Study Score: _____ divided by 2= _____