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| **SYLLABUS**  **INTERNSHIP I**  **Semester, Year**  **Name of Instructor**  **Instructor Email**  **Instructor Phone Number**  College of Education and Allied Professions  Western Carolina University |  |

**Credit Hours:** # Semester Hours

**Course Days/Times:** Days / Times

**Course Location:** Assigned host school

**[REMOVE THE FOLLOWING HIGHLIGHTED SECTION]**

**\*Please note the SACSCOC Policy, including a federal definition of the credit hour:** [**http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf**](http://www.sacscoc.org/pdf/081705/Credit%20Hours.pdf)

***While program requirements for Internship I may vary, these are minimum guidelines for the establishment of internship course credit hours***. “A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, ***or***
2. At least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

***Therefore, a three credit hour Internship I experience would require a minimum of nine hours per week, which could be devoted entirely to field experience or divided between field hours and seminar hours. A one credit hour experience would require a minimum of three hours per week, and so on.***

**INTERNSHIP I:**

The two-semester internship experience for undergraduates is completed during the senior year.

**Internship** **I**– For the first semester of the experience (called Internship I), interns follow guidelines set by the schools and by their individual programs for start dates, but are required to **start by the first week WCU classes begin**. Some schools invite interns to report on the first teacher workday, which is a valuable experience if it can be accomplished without incurring extra housing expenses. In all cases, the intern should coordinate the start date with the cooperating teacher and the university supervisor prior to the beginning of the host school’s semester. The number of internship hours each week varies by program, though in most cases Intern I students are in their host classrooms the equivalent of two full days (15 hours) per week. Interns observe the cooperating teacher, participate in classroom activities, and plan and teach lessons as required by the specific program’s guidelines. Interns follow WCU’s calendar during Internship I except for initial start dates. **Interns are expected to continue in their placements until the final week of classes (not exam week) at WCU**.

### ****Field Experience Policies and Procedures:****

### Professional expectations in dress, communication, and behavior are expected at all times when interacting with school personnel, students and parents.  Proper use of standard spelling and grammar is required in all written communication, including e-mail.

Participants in Field Experiences are responsible for providing their own **transportation** to placement locations and for arranging carpools if necessary. Most participants are arranged in schools within a [**specific group of school systems in our western North Carolina region**](http://www.wcu.edu/learn/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/internships-and-student-teaching/regional-school-partnership-systems.asp).  [**Liability Insurance**](http://www.wcu.edu/learn/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/early-field-experiences/liability-insurance-policy.asp) is recommended for all participants.

The Office of Field Experience monitors a[**Criminal Background Check Policy**](http://www.wcu.edu/learn/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/early-field-experiences/criminal-background-checks.asp) that includes background checks and the requirement that any arrests be reported to the Director of Field Experience with 72 hours.  The OFE monitors the [**Culturally Diverse Experience**](http://www.wcu.edu/learn/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/early-field-experiences/diversity-experience-requirement.asp) required of undergraduates in the School of Teaching and Learning.

Please contact OFE with any questions or concerns at 828-227-7314 or [**ofe@wcu.edu**](mailto:ofe@wcu.edu).

You can also stay up-to-date with OFE through their website at <http://ofe.wcu.edu> and by following their Facebook page at <https://www.facebook.com/wcuofe>

**TEXT AND MATERIALS:**

* WCU 2016-2017 Clinical Practice Handbook <http://ofe.wcu.edu>
* Active, Monitored Accounts: Catamount email, BlackBoard, and TK20
* Intern I Checklist
* Intern I Grade Sheet
* Intern I Program-Specific Requirements <http://www.wcu.edu/learn/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/internships-and-student-teaching/index.asp>

**CONCEPTUAL FRAMEWORK:**

The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are **inspired** to be lifelong learners, **engaged** in the community, and empowered to become leaders who strive to **transform** the future.

**REQUIRED COMPETENCIES:**

Teacher candidate competencies reflect proficiency in the North Carolina Professional Teaching Standards for recommendation for an initial level license:

<http://www.ncpublicschools.org/docs/effectiveness-model/ncees/standards/prof-teach-standards.pdf>.

| **Standard 1: Teachers Demonstrate Leadership** |
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| Teachers lead in their classrooms.  Teachers demonstrate leadership in the school.  Teachers lead the teaching profession.  Teachers advocate for schools and students.  Teachers demonstrate high ethical standards. |

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| **Standard 2: Teachers Establish a Respectful Environment for a Diverse Population of Students** |
| Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.  Teachers embrace diversity in the school community and in the world.  Teachers treat students as individuals.  Teachers adapt their teaching for the benefit of students with special needs.  Teachers work collaboratively with the families and significant adults in the lives of their students. |

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| **Standard 3: Teachers Know the Content They Teach** |
| Teachers align their instruction with the North Carolina Course of Study.  Teachers know the content appropriate to their teaching specialty.  Teachers recognize the interconnectedness of content areas/disciplines.  Teachers make instruction relevant to students. |

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| **Standard 4: Teachers Facilitate Learning for Their Students** |
| Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.  Teachers plan instruction appropriate for their students.  Teachers use a variety of instructional methods.  Teachers integrate and utilize technology in their instruction.  Teachers help students develop critical thinking and problem-solving skills.  Teachers help students work in teams and develop leadership qualities.  Teachers communicate effectively.  Teachers use a variety of methods to assess what each student has learned. |

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| **Standard 5: Teachers Reflect on Their Practice** |
| Teachers analyze student learning.  Teachers link professional growth to their professional goals.  Teachers function in a complex, dynamic environment. |

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| **Standard 6: Teachers Contribute to the Academic Success of Students** |
| The work of the teacher results in acceptable, measurable progress for students based on established performance  expectations using appropriate data to demonstrate growth. |

**COURSE EXPECTATIONS:**

During your Intern I experience you need to be as active as possible in the classroom. You are encouraged to:

* Plan and teach/co-teach lessons and mini-lessons.
* Work with small-groups and individual students.
* Interact with students,
* Discuss with your US, AS, and CT the “comfort” levels with Co-Teaching and decide what the best approach will be.

**PROFESSIONALISM:**

Professionalism is of the utmost importance during your internship. Be sure to:

* Sign-in daily.
* Follow ALL school rules.
* BE RESPECTFUL TO EVERYONE.
* Communicate professionally and respectfully.
* Dress professionally.
* Wear appropriate identification. If no ID is provided by the school, wear your CATCARD on a lanyard for identification purposes.

**ATTENDANCE:**

Candidates are expected to be at their assigned school daily and on time, following the WCU calendar. Unexcused absences will not be tolerated and will result in the removal of the candidate from the internship! If a candidate must be absent, it must be cleared first with the cooperating teacher and then with the university supervisor. In the instance that an excused absence is granted on a day when the candidate was expected to teach, all lesson plans must be left for the cooperating teacher to conduct the class in place of the candidate. All missed hours/days must be made up prior to the end of the semester.

**TEACHING REQUIREMENTS:**

Each program has developed some of their own specific requirements for their Intern I students. Some of the differences are noted below. Please make yourself familiar with and meet your own program specific requirements. *See Program Specific Requirements Form*

* Minimum requirements for number of lessons taught
* Reflection requirements, including
  + Journaling
  + Other items as deemed appropriate
* Notebook
  + Time sheet
  + Class schedule (host school)
  + Academic calendars (both host school & WCU)
  + Observations
  + Journals w/ responses
  + Paper for notes and questions

**LESSON PLANS & OBSERVATIONS:**

* Lesson plans must be submitted to CT, AS, and US at least 2 days prior to formal observations.
* Make sure you understand and use the lesson plan format required by your department/academic supervisor/seminar instructor.

**VIDEO RECORDING:**

The intern will videotape at least one lesson and then choose a 10-15 minute segment to upload to TK20. The purposes of the video lesson are for the intern to be able to evaluate his/her teaching and to practice video recording and uploading for future edTPA work. The intern will complete a self-reflection for the video and then upload the video and self-reflection on TK20 within the initial licensure portfolio. The intern should be sure to check the picture and audio. The university supervisor will provide written feedback and evaluate the video on TK20 to make sure video is uploaded and viewable. A Video Reflection/Evaluation Form is available on the OFE website. Video support is available through the edTPA student resources at <http://edtpa.wcu.edu>.

**SUBSTITUTE TEACHING:**

Intern I’s are allowed to substitute teach indiscriminately on any day that they are NOT required to be in their host classroom OR attending WCU classes.

**EVALUATION:**

Evaluation of the candidate will be based on the *overall performance* as well as satisfactory completion of all other internship requirements. Cooperating teacher feedback is important and the university supervisor will work with the cooperating teacher to complete a midterm and final evaluation. It is the university supervisor’s job to complete the grading rubrics and to determine the course grade, using input from multiple sources (midterm and final evaluation, dispositions, observations, action plans etc.) Refer to the Intern I Grade Rubric and Program-Specific Requirements for additional information.  **[Note: Adjustments made by PROGRAMs and not individual sections.]**

**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions.  Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services.  All information is confidential.  Please contact the Office of Disability Services for more information at (828) 227-3886.

**Academic Integrity Policy:**

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see ArticleVII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE). Violations of the Academic Integrity Policy include:

**Cheating -** Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**Fabrication –** Creating and/or falsifying information or citation in any academ­ic exercise.

**Plagiarism -** Representing the words or ideas of someone else as one’s own in any academic exercise.

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

The full University Academic Integrity Policy is located at: <http://catalog.wcu.edu/content.php?catoid=39&navoid=1385#honestypolicy>

**Code of Student Conduct:**

This Western Carolina University Code of Student Conduct exercises the duty of the Chancellor to regulate matters of student conduct in the University community. All WCU students are expected to be familiar with the Code of Student Conduct and to conduct themselves in accord with these requirements. The Code is located at: <https://www.wcu.edu/WebFiles/PDFs/Catamount_Code_Final_Document.pdf>

**Course Evaluations:**

All students are expected to complete the course evaluation via the CoursEval system. Information <http://courseeval.wcu.edu>

**WCU TEACHER EDUCATION INTERNSHIP I GRADING RUBRIC**

***To be completed by the university supervisor, using input from multiple sources.***

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| **Intern:** | **University Supervisor:** | **Semester:** |

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| **PROFESSIONALISM**  *As defined in* [*NC Professional Teaching Standards*](http://www.dpi.state.nc.us/effectiveness-model/ncees/standards/)*,* [*LEA/IHE Certification of Teaching Capacity*](http://www.wcu.edu/learn/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/internships-and-student-teaching/internship/student-teaching-resources.asp)*, &* [*WCU Teacher Candidate Dispositions*](http://www.wcu.edu/learn/departments-schools-colleges/CEAP/about-the-college/ceap-policies/policies-and-procedures-for-assessing-teacher-candidate-dispositions.asp)*.* | **Check One** |
| **EMERGING**: Unresolved and/or significant issues related to professionalism.  These issues include one or more of the following: Excessive absences, tardies, or early departures. A negative demeanor. Untrustworthy. Breaks confidentiality. Negative interpersonal relationships. Cultural unresponsiveness. Lacking in self-control. Ineffective collaboration or communication. Inappropriate decision-making. Inappropriate use of Social Networking or texting. Inappropriate professional appearance. |  |
| **PROFICIENT**: By the end of the semester, the candidate demonstrates satisfactory professionalism.  The candidate has few issues being present, punctual, and/or engaged. The candidate almost always projects a positive demeanor and serves as a positive role-model. Trustworthy. Maintains confidentiality. The candidate is able to build positive interpersonal relationships. The candidate is able to demonstrate cultural responsiveness on a regular basis. Demonstrates emotional and social self-control. Collaborates effectively. Uses effective communication on a regular basis. Reliably engages in appropriate decision-making. Professional appearance. Demonstrates high ethical standards and upholds the Code of Ethics for NC Educators and the Standards for Professional Conduct. It is possible that there were some issues related to professionalism that have been resolved. |  |
| **ACCOMPLISHED**: Consistent professionalism throughout the semester.  Candidate consistently has demonstrated high ethical standards and upholds the Code of Ethics for NC Educators and the Standards for Professional Conduct. The candidate is present, punctual, and engaged. The candidate maintains a positive demeanor and serves as a positive role-model. Trustworthy. Maintains confidentiality. The candidate easily builds and maintains positive interpersonal relationships. The candidate models cultural responsiveness and consistently demonstrates emotional and social self-control. Collaborates effectively. Effective communication styles are employed at all times. Engages in appropriate decision-making. Professional appearance is a model for others. Overall consistent professionalism throughout the semester. |  |

**COMMENTS** (Required if Emerging, Otherwise Optional):

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| **PREPAREDNESS**  *As defined in the Clinical Practice Handbook and the* [*WCU Teacher Candidate Dispositions*](http://www.wcu.edu/learn/departments-schools-colleges/CEAP/about-the-college/ceap-policies/policies-and-procedures-for-assessing-teacher-candidate-dispositions.asp)*.* | **Check One** |
| **EMERGING:** A pattern of unpreparedness.  Assignments, lesson plans, reflections and video have not been completed or have been submitted late more than twice. Instructional materials unprepared or unorganized or required significant revision before use on more than two occasions. |  |
| **PROFICIENT:** Mostly prepared and accountable.    Assignments, including lesson plans, reflections and video, usually submitted on time and have not been late more than twice. For announced formal observations, plans submitted to CT, US, and AS at least 2 days prior to observation. Most instructional materials prepared in advance and ready-to-use for lessons. It is possible that there were some issues related to preparedness that have been resolved. |  |
| **ACCOMPLISHED:** Consistently prepared and accountable.    Assignments, including lesson plans, reflections, and video, consistently submitted on time. For announced formal observations, plans submitted to CT, US, and AS at least 2 days prior to observation. All instructional materials prepared in advance and ready-to-use for lessons. |  |

**COMMENTS** (Required if Emerging, Otherwise Optional):

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| **CLASSROOM CLIMATE AND CULTURE**  *As defined in* [*NC Professional Teaching Standards*](http://www.dpi.state.nc.us/effectiveness-model/ncees/standards/) *and* [*LEA/IHE Certification of Teaching Capacity*](http://www.wcu.edu/learn/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/internships-and-student-teaching/internship/student-teaching-resources.asp) | **Check One** |
| **EMERGING:** Unresolved or significant issues related to classroom climate and culture.  Issues with classroom management, safety, relationships with students, and/or communication with students. |  |
| **PROFICIENT:** By the end of the semester, the candidate demonstrates satisfactory performance related to classroom climate and culture.  Has shown the ability to maintain a safe and orderly classroom that facilitates learning when provided the opportunity. It is possible that there were some issues related to classroom climate and culture that have been resolved. |  |
| **ACCOMPLISHED:** Consistent, quality performance related to classroom climate and culture.  Maintains a safe and orderly classroom that facilitates learning, when given the opportunity. Conveys high expectations of every student. Uses a variety of methods to communicate these expectations. |  |

**COMMENTS** (Required if Emerging, Otherwise Optional):

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| **PLANNING**  *As defined in* [*NC Professional Teaching Standards*](http://www.dpi.state.nc.us/effectiveness-model/ncees/standards/) *and* [*LEA/IHE Certification of Teaching Capacity*](http://www.wcu.edu/learn/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/internships-and-student-teaching/internship/student-teaching-resources.asp) | **Check One** |
| **EMERGING**: Unresolved or significant issue with planning.    Has not shown the ability to create satisfactory plans that meet program-specific guidelines. |  |
| **PROFICIENT**: By the end of the semester, the candidate satisfactorily plans.    Has shown the ability to create satisfactory plans that meet program-specific guidelines. It is possible that there have been some issues related to planning that have been resolved. |  |
| **ACCOMPLISHED**: Consistent, quality planning.  Plans consistently meet program-specific guidelines. |  |

**COMMENTS** (Required if Emerging, Otherwise Optional):

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| **INSTRUCTION**  *As defined in* [*NC Professional Teaching Standards*](http://www.dpi.state.nc.us/effectiveness-model/ncees/standards/) *and* [*LEA/IHE Certification of Teaching Capacity*](http://www.wcu.edu/learn/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/internships-and-student-teaching/internship/student-teaching-resources.asp) | **Check One** |
| **EMERGING**: Unresolved or significant issues with instructional expertise.  Significantly lacking in one or more of the following ways: Instruction is not engaging or clear. Frequent inaccurate lesson content. Lessons not appropriately aligned with the *North Carolina Standard Course of Study/Common Core Standards*. Lacks variety of materials and lesson formats. |  |
| **PROFICIENT**: By the end of the semester, the candidate proficiently demonstrates instructional expertise.  Demonstrates the ability for instruction to be engaging. Mostly or all accurate lesson content. Aligns lessons with the *North Carolina Standard Course of Study/Common Core Standards*. Utilizes a variety of materials and lesson formats. It is possible that there have been some issues related to instructional expertise that have been resolved. |  |
| **ACCOMPLISHED**: Consistent, quality instruction.  Instruction is frequently engaging and typically reflects best practice. Consistently accurate content. Consistent alignment of lessons with the *North Carolina Standard Course of Study/Common Core Standards*. Instruction encourages diversity in the school community and the world. Utilizes a variety of materials and lesson formats. Encourages student curiosity, instructs in ways that meet the needs of all students and that develop critical thinking and 21st century skills. |  |

**COMMENTS** (Required if Emerging, Otherwise Optional):

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| **EVALUATION**  *As defined in* [*NC Professional Teaching Standards*](http://www.dpi.state.nc.us/effectiveness-model/ncees/standards/) *and* [*LEA/IHE Certification of Teaching Capacity*](http://www.wcu.edu/learn/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/internships-and-student-teaching/internship/student-teaching-resources.asp) | **Check One** |
| **EMERGING**: Unresolved or significant issues with evaluation.  Significantly lacking in one or more of the following ways: Has not shown the ability to monitor and/or evaluate student learning. Has not shown the ability to use data to inform instruction. |  |
| **PROFICIENT**: By the end of the semester, the candidate satisfactorily evaluates.  Has shown the ability to monitor and evaluate student learning. Has considered ways to use evaluation data to shape and drive instruction. It is possible that there have been some issues related to evaluation that have been resolved. |  |
| **ACCOMPLISHED**: Consistent, quality evaluation.    When given the opportunity, uses a variety of formative and summative indicators to monitor and evaluate student learning. Considers students’ progress towards 21st century skills. Frequently considers ways evaluation data could shape and drive instruction. |  |

**COMMENTS** (Required if Emerging, Otherwise Optional):

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| **IMPACT ON STUDENT LEARNING**  *As defined in* [*NC Professional Teaching Standards*](http://www.dpi.state.nc.us/effectiveness-model/ncees/standards/) *and* [*LEA/IHE Certification of Teaching Capacity*](http://www.wcu.edu/learn/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/internships-and-student-teaching/internship/student-teaching-resources.asp) | **Check One** |
| **EMERGING**: Unresolved or significant issues with impact on student learning.  Significantly lacking in one or more of the following ways: Does not know about, implement, and/or adhere to policies and practices positively affecting students’ learning. Missed opportunities to cooperate with specialists in ways appropriate to program / teaching field / needs of students. Does not use resources to support the special needs of students. |  |
| **PROFICIENT**: By the end of the semester, the candidate satisfactorily impacts student learning.  Has shown the ability to follow policies and practices positively affecting students’ learning. Has cooperated with specialists in ways appropriate to program / teaching field / needs of students. Has used research-verified strategies to provide effective learning activities for students with special needs. It is possible that there have been some issues related to impact on student learning that have been resolved. |  |
| **ACCOMPLISHED**: Consistent, positive impact on student learning.    When given the opportunity, consistently follows policies and practices positively affecting students’ learning. Has on multiple occasions cooperated with specialists in ways appropriate to program/ teaching field / needs of students. Has frequently used research-verified strategies to provide effective learning activities for students with special needs. |  |

**COMMENTS** (Required if Emerging, Otherwise Optional):

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| **REFLECTION**  *As defined in* [*NC Professional Teaching Standards*](http://www.dpi.state.nc.us/effectiveness-model/ncees/standards/) *and* [*LEA/IHE Certification of Teaching Capacity*](http://www.wcu.edu/learn/departments-schools-colleges/CEAP/ceap-depts/office-of-field-experiences-ofe/students/internships-and-student-teaching/internship/student-teaching-resources.asp) *and seen in required reflections* | **Check One** |
| **EMERGING**: Unresolved or significant issues with reflection.  Significantly lacking in one or more of the following ways: Does not meet program-specific reflection guidelines. Does not show the ability to investigate or consider approaches to improve teaching and learning. |  |
| **PROFICIENT**: By the end of the semester, the candidate reflects satisfactorily.  Meets program-specific reflection guidelines. Thinks about student learning. Has shown the ability to investigate and consider approaches to improve teaching and learning. It is possible that there have been some issues related to reflection that have been resolved. |  |
| **ACCOMPLISHED**: Consistent, quality reflection.    Consistently meets program-specific reflection guidelines. Consistently thinks systematically and critically about student learning and about self as a developing teacher. Actively investigates and considers approaches to improve teaching and learning. Adapts practice based on data. |  |

**COMMENTS** (Required if Emerging, Otherwise Optional):

**INTERNSHIP I LETTER GRADE DETERMINATION**

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| **# Emerging:** | **# Proficient:** | **# Accomplished:** |

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| **Letter Grade** | **CRITERIA** | **Check One** |
| **A** | Overall *excellent* performance as indicated by:   * Accomplished performance in at least 3 rubric categories * Proficient performance in all remaining rubric categories (e.g., no Emerging rubric scores) |  |
| **B** | Overall *good* performance as indicated by:   * Accomplished performance in 1-2 rubric categories * Proficient performance in all remaining rubric categories (e.g., no Emerging rubric scores) |  |
| **C** | Overall *satisfactory* performance as indicated by:   * Emerging performance in 1 or 2 rubric categories * Proficient or Accomplished performance in all remaining rubric categories |  |
| **D** | Overall *poor* performance as indicated by:   * Emerging performance in 3 rubric categories * Proficient or Accomplished performance in all remaining rubric categories |  |
| **F** | Overall *unsatisfactory* performance as indicated by:   * Emerging performance in 4 or more rubric categories * In some cases unsatisfactory performance will also be indicated by removal from Internship I |  |

Note: + and – grades may be used at the University Supervisor’s discretion. Final Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**COMMENTS** (Required if D or F, Otherwise Optional):