## Rubric for Summary of Field Experiences Prior to Internship

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not Met</th>
<th>Met with Conditions</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Depth &amp; Breadth</strong></td>
<td>Field experiences do not require sufficient depth or breadth to develop and/or assess essential knowledge, skills, and dispositions for the teaching field or area of instructional support.</td>
<td>Required field experiences provide opportunities to develop and/or assess some essential knowledge, skills, and dispositions for the teaching field or area of instructional support, but there are significant gaps.</td>
<td>Required field experiences develop and assess essential knowledge, skills, and dispositions for the teaching field or area of instructional support, as identified in program specific standards.</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>Required field experiences lack sufficient depth or breadth to knowledge, skills, and dispositions, essential to teaching diverse students.</td>
<td>Required field experiences provide opportunities to develop some knowledge, skills, and dispositions essential to teaching diverse students, but there are significant gaps.</td>
<td>Required field experiences develop knowledge, skills, and dispositions essential to teaching diverse students (i.e., ability, gender, ELL, socio-economic, race/ethnicity, culture at a minimum).</td>
</tr>
<tr>
<td><strong>Coherence</strong></td>
<td>There is no logical or required sequence to the development of knowledge, skills, and dispositions.</td>
<td>There is a logical sequence to the development of knowledge, skills, and dispositions, but there are no identified transition points.</td>
<td>There is a logical, required sequence to the development of knowledge, skills, and dispositions in field experiences, including at least two transition points.</td>
</tr>
<tr>
<td><strong>Impact on Student Learning</strong></td>
<td>No required activity includes measuring impact on student learning.</td>
<td>At least one required activity includes measuring impact on student learning.</td>
<td>At least one required activity includes analyzing impact on student learning.</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td>Required field experiences to require adequate use of technology for instruction, assessment, and management.</td>
<td>Required field experiences include using technology for instruction, assessment, or management.</td>
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</tr>
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<td><strong>Assessment of Developing Knowledge, Skills, and Dispositions</strong></td>
<td>Assessments do not include criteria for knowledge, skills, and dispositions and no minimum level of competence is described.</td>
<td>Assessments of knowledge, skills, and dispositions are not specific to the teaching field or area of instructional support and/or levels of appropriate minimum level of competence are not described.</td>
<td>Assessments include criteria for knowledge, skills, and dispositions specific to the teaching field or area of instructional support and describe an appropriate minimum level of competence.</td>
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### Criteria

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<td>Preponderance of the Evidence</td>
<td>The program does not provide well-planned, sequential, and meaningful field experiences and does not ensure all candidates have the opportunity to develop and demonstrate the knowledge, skills, and dispositions essential to improve learning for all children.</td>
<td>Inadequate evidence is presented to demonstrate the program provides well-planned, sequential, and meaningful field experiences. The program provides opportunities, but does not ensure, all candidates have the opportunity to develop and demonstrate the knowledge, skills, and dispositions essential to improve learning for all children.</td>
<td>Sufficient evidence is presented to demonstrate the program provides well-planned, sequential, and meaningful field experiences. The program ensures all candidates have the opportunity to develop and demonstrate the knowledge, skills, and dispositions essential to improve learning for all children.</td>
</tr>
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</table>