RATING SCALE FOR EVALUATION OF INTERNS – FOR FORM 103

Please use the following scale when evaluating intern performance on each of the competencies.

Score	Descriptor	Explanation
4	**Exceptional**	The intern demonstrates *exceptional* understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance contains multiple examples of extensions that reflect the daily application of research-based, best practices. Intern consistently and accurately assesses the impact of instruction on student learning and demonstrates multiple examples of adjusting practice accordingly. Knowledge conveyed and/or performance demonstrated regarding this standard places the intern at a level <u>far beyond their peers.</u>
3	**Proficient**	The intern demonstrates *proficient* understanding and/or skill expected of teaching professionals at the initial level of certification. Performance is coherent, often complete, consistent, and accurate. Intern demonstrates the ability to assess the impact of instruction on student learning and adjust practice accordingly. Evidence shows that the intern's learning often extends beyond course requirements and expectations. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>consistent with that of effective preservice teachers</u>.
2	**Basic**	The intern demonstrates a *basic* level of understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance provides basic evidence that the proficiency has been met. Performance sometimes hints at a higher level of practice but viewed as a whole the intern's performance is sometimes inconsistent or incomplete. Intern shows initial understanding of the impact of instruction on student learning and the need to adjust practice. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>consistent with preservice teachers' initial understanding</u> and/or performance in this area.
1	**Unacceptable**	The intern does not demonstrate a *minimal* level of understanding and/or skill expected of teaching professionals at the initial level of certification. The intern's performance offers little or no evidence of achieving proficiency. Although there may be occasional points that vaguely suggest the intern has achieved the expected proficiency, viewed as a whole, the intern's performance <u>provides little or no evidence </u>of meeting the standard. Knowledge conveyed and/or performance demonstrated regarding this standard is <u>unsatisfactory.</u>

Guidelines:
Please evaluate the intern twice during the internship, midway through the assignment, and then again during the final week of full time teaching. Rate the intern on each competency included in the rubric. If you think the intern is beyond one level, but not quite at the next, average the two levels. For example, if the intern is beyond a basic level (2), but not quite at the proficient level (3), then rate the intern at 2.5. The intern is expected to take action on suggestions that you make for improvement of his or her performance in any of these areas.   These improvements may be reflected in your second evaluation.

FORM 103: EVALUATION RUBRIC FOR INTERNS

University Supervisor Evaluation # _____
Cooperating Teacher Evaluation: _____ Mid-Term   _____ Final

Intern's Name: _____   Date: _____

Cooperating Teacher: _____   School: _____

Subject: _____   Grade Level: _____

Below is a brief descriptor for each of the ratings. Full descriptors can be found on page 60 of the internship handbook.

Ratings:

4	**Distinguished**	Intern consistently demonstrates <u>multiple</u> indicators of the competency with a high degree of knowledge and skill *beyond* what one would expect of an intern at the initial level of certification.
3	**Proficient**	Intern consistently demonstrates multiple indicators of the competency with the degree of knowledge and skill expected of the intern *at* the initial level of certification.
2	**Basic**	Intern may demonstrate some of the indicators, but performance is sometimes inconsistent or incomplete.
1	**Unacceptable**	Intern provides little or no evidence of understanding or demonstration of the indicators of the competency.

FORM 104:   *EDUCATE*Alabama
Evaluation of Intern During Internship

Intern:_____   Evaluator:_____

School:_____   Date: _____

	Indicator Rating	Mean for Category
Standard 1: Content Knowledge		
1.1 Demonstrates deep knowledge of subject-matter content and ability to organize related facts/concepts/skills.		
1.2 Activates learners' prior knowledge, experience, and interests and uses this information.		
1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance.		
1.4 Designs instructional activities based on state content standards.		
1.5 Instructional accommodations, modifications, and adaptations meet the needs of each individual learner.		
Standard 2: Teaching and Learning Environment		
Standard 2a: Organization and Management of the Learning		
2a.1 Classroom organization/management built upon expectations and research-based strategies for positive behavior.		
2a.2 Creates a climate that promotes fairness and respect.		
2a.3 Creates a safe, *orderly, and stimulating learning environment that engages and motivates learners.*		
Standard 2b: Using Instructional Strategies to Engage Learners		
2b.1 Develops challenging, standards-based academic goals for each learner.		
2b.2 Engages learners in developing and monitoring goals for their own learning and behavior.		
2b.3 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies.		
2b.4 Creates learning activities that optimize each individual's growth and achievement within a supportive environment.		
Standard 2c: Assessment of Learning		
2c.1 Uses formative assessments to provide specific and timely feedback and to adjust instruction.		
2c.2 Uses summative assessments to measure learner attainment of specified learning targets.		
2c.3 Maintains evidence and records of learning performance to communicate progress.		
2c.4 Analyzes/Uses disaggregated assessment data to inform planning for individual learners and classes.		
Standard 3:		
Standard 3a: Oral and Written Communication		
3a.1 Demonstrates standard oral and written communications and uses appropriate communication strategies.		
3a.2 Fosters/responds to verbal/nonverbal communications during instruction; uses assistive technologies as appropriate.		
Standard 3b: Development of Reading Skills and Accessing K-12 Literacy Resources		
3b.1 Instructional strategies appropriate to learners/content area to improve learners' skills in fluency/vocabulary/comprehension.		
3b.2 Integrates narrative/expository reading strategies across the curriculum.		
Standard 3c: Development and Application of Mathematical Knowledge and Skills Across Content Areas		
3c.1 Teaches problem solving that requires mathematical skills within and across subject areas.		

3c.2	Communicates mathematical concepts, processes, and symbols within the content taught.		

Standard 3d: Utilizes Technology

3d.1	Identifies and integrates available emerging technology into the teaching of all content areas.		
3d.2	Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency.		

Standard 4: Diversity

Standard 4a. Cultural, Ethnic, and Social Diversity

4a.1	Develops culturally responsive curriculum and instruction in response to differences in individuals.		
4a.2	Communicates in ways that demonstrate sensitivity to diversity and individual differences.		
4a.3	Demonstrates and applies an understanding of how cultural biases can affect teaching and learning.		

Standard 4b. Language Diversity

4b.1	Enables learners to accelerate language acquisition by utilizing their native language and background.		
4b.2	Guides second language acquisition and utilizes English Language Development strategies to support learning.		
4b.3	Differentiates between learner difficulties related to cognitive/skill development and those related to language learning.		

Standard 4c: Special Needs

4c.1	Recognizes characteristics of exceptionality in learning; appropriate interventions.		
4c.2	Develops and maintains inclusive learning environments that address the needs of exceptional learners.		

Standard 4d: Learning Styles

4d.1	Helps students assess their own learning styles and build upon identified strengths.		
4d.2	Designs learning experiences that engage learning styles and multiple intelligences.		

Standard 5: Professionalism

5.1	Collaborates with stakeholders to facilitate student learning and well-being.		
5.2	Engages in ongoing professional learning to move practice forward.		
5.3	Participates as a professional learning community member in advancing school improvement initiatives.		
5.4	Promotes professional ethics and integrity.		
5.5	Complies with local, state, and federal regulations and policies.		

Overall Numerical Rating:

A = 4.00 - 3.40	B= 3.39 - 2.70	C = 2.69 - 2.00	D = 1.99 - 1.30	**GRADE:**

Please provide comments of the intern's overall performance and abilities.

Areas of strength:

Areas for professional development:

Required Signatures:	Intern:		Date:
The signature of the intern does not indicate agreement or disagreement with the evaluation, only that the intern has seen it.	University Supervisor:		Date:
	or Cooperating Teacher:		Date: