

Intern Name: _____ Evaluator Name: _____ Date: _____

Please check one: _____ mentor teacher; _____ university supervisor; _____ other



F130-c Periodic Formal Evaluation

Required at end of each semester by both the university supervisor and the mentor teacher; **and used periodically in formative assessment during the semester to gauge the intern's progress** toward Entry Level Standards for Michigan Teachers (ELSMT) Formative assessments are generally "2," except where exemplary.

Competency Levels: 3 – Proficient, consistent, appropriate application, a solid performance, must be demonstrated by final assessment where indicated
 2 – Improving; moving towards becoming proficient, satisfactory performance in formative assessment
 1 – Basic; minimal achievement, appropriate to limited situations (reasonable and acceptable level at beginning of internship)
 NC- No Comment – Not observed (this rating may not be used on the Final Internship Evaluation)

Competency	Current Level	Required Level				
A. Content Knowledge:	Overall rating:	3	2	1	NC	3
1. Understands the subject matter and current research		3	2	1	NC	3
2. Demonstrates accurate, appropriate, and comprehensive knowledge about the subjects taught		3	2	1	NC	3
3. Integrates and transfers knowledge across subject areas		3	2	1	NC	3
4. Accesses and uses updated information and procedures		3	2	1	NC	3
B. Communication Skills:	Overall rating:	3	2	1	NC	3
1. Communicates what is to be learned so that students understand and value the learning		3	2	1	NC	3
2. Demonstrates effective speaking, listening, reading, and writing skills		3	2	1	NC	3
3. Uses appropriate and grammatically correct language		3	2	1	NC	3
4. Has appropriate correlation between verbal and nonverbal communication		3	2	1	NC	3
C. Management of Student Behaviors:	Overall rating:	3	2	1	NC	3
1. Manages classroom behavior in an effective and fair manner		3	2	1	NC	3
2. Organizes and manages classroom to maximize learning		3	2	1	NC	3
3. Establishes and carries out effective classroom rules, procedures, and routines		3	2	1	NC	3
4. Provides a positive learning environment		3	2	1	NC	3
5. Encourages individual responsibility		3	2	1	NC	3
6. Respects individual rights		3	2	1	NC	3
D. Management of Learning Progress:	Overall rating:	3	2	1	NC	3
1. Manages learning progress so that the curriculum is addressed appropriately and effectively		3	2	1	NC	3
2. Makes smooth transitions and is able to handle varying ability levels and activities		3	2	1	NC	3
3. Manages assignments and time effectively; good pacing of lesson		3	2	1	NC	3
4. Ensures quality time on learning tasks		3	2	1	NC	3
5. Demonstrates knowledge about instructional management resources (e.g., electronic gradebook)		3	2	1	NC	2
6. Uses high expectations for optimal student achievement		3	2	1	NC	3
7. Applies district and building policies		3	2	1	NC	3
8. Reasonably and responsibly copes with the frequent contingencies, interruptions, and occasional emergencies of classroom teaching		3	2	1	NC	3

9. Demonstrates critical and creative thinking abilities through effective decision making under pressure. Can “think on his/her feet.”	3	2	1	NC	3
10. Ensures a safe and orderly environment conducive to learning	3	2	1	NC	3
E. Lesson and Unit Planning:	Overall rating:				3
1. Develops effective lessons and units within the contexts of the curriculum and assessments	3	2	2	NC	3
2. Uses curricular frameworks as a means to developing students’ higher order thinking skills	3	2	1	NC	3
3. Applies knowledge of human growth, development, and learning theory	3	2	1	NC	3
4. Plans instruction to accommodate diversity, and special needs learners	3	2	1	NC	3
5. Uses a variety of methodologies, technologies, and techniques	3	2	1	NC	3
F. Lesson and Unit Implementation	Overall rating:				3
1. Presents lessons/units so that the instructional objectives are effectively realized	3	2	1	NC	3
2. Creates meaningful learning experiences that help all students understand the subject matter based on each student’s abilities, attitudes, efforts, culture, and achievement	3	2	1	NC	3
3. Expands cognitive, affective, physical, and social capabilities of students	3	2	1	NC	2
4. Successfully implements a variety of teaching methodologies, technologies, and techniques	3	2	1	NC	3
G. Use of Materials and Resources	Overall rating:				3
1. Is familiar with and able to use a variety of literacies (e.g., computer), materials, and resources	3	2	1	NC	3
2. Selects, creates, and incorporates appropriate instructional techniques, technology, and materials needed for instruction. Organizes these before teaching the lesson.	3	2	1	NC	3
3. Demonstrates current knowledge about instruction, resources, and technology	3	2	1	NC	3
4. Demonstrates technology competencies in the Incorporating Technology in Teaching and Learning Performance Form (F105-a)	3	2	1	NC	2
5. Helps students access and use information technology and other resources to become independent learners and problem solvers	3	2	1	NC	2
H. Reflection/Evaluation of Self, Students, and Teaching:	Overall rating:				3
1. Understands evaluation and assessment, including rubrics, test construction, and administration	3	2	1	NC	3
2. Knows and uses multiple formal and informal approaches to assess student abilities and the merit of student work	3	2	1	NC	3
3. Values and develops a variety of reliable and valid assessment measures that are correlated to the learning objectives and the teaching activities	3	2	1	NC	3
4. Understands the grading/ranking/scoring process and how to report achievement	3	2	1	NC	3
5. Grades and reports fairly, honestly, clearly, consistently, and helpfully	3	2	1	NC	3
6. Uses technology to organize, manage, evaluate, and communicate information about student performance	3	2	1	NC	2
7. Assesses instructional and assessment materials and selects those most conducive to effective teaching	3	2	1	NC	3
8. Evaluates self and reflects on course, materials, curriculum and uses this reflection to make improvements	3	2	1	NC	3
9. Uses both informal and formal assessments of students to inform further instruction	3	2	1	NC	3

10. Is available for regular conferencing and readily and thoroughly implements suggestions made	3	2	1	NC	3
I. Professional Dispositions/Learning Communities	Overall rating:				3
1. Understands the value of education and the role of intellectual and ethical values	3	2	1	NC	3
2. Models moral standards that are expected in the profession, such as confidentiality, fairness, honesty, trustworthiness, and integrity	3	2	1	NC	3
3. Models a commitment to life-long learning, and intellectual, moral, and professional standards	3	2	1	NC	3
4. Collaborates with all stakeholders in education (administrators, colleagues, parents, community)	3	2	1	NC	3
5. Values learning, students, teaching, and schooling	3	2	1	NC	3
6. Demonstrates openness, courtesy, conscientiousness, reliability, caring, and compassion	3	2	1	NC	3
7. Dresses and conducts himself/herself in a professional manner	3	2	1	NC	3
8. Acts upon the belief that every student can learn	3	2	1	NC	3
9. Is involved in professional development and service activities	3	2	1	NC	3
10. Performs non-teaching duties required of a teacher such as administrative tasks (attendance, out of class supervision) and school or community services (faculty meetings, committee work, participation in events)	3	2	1	NC	3
11. Accepts teaching as a lifelong learning process and continues efforts to develop and improve	3	2	1	NC	3
12. Uses community and home resources to enhance class instruction and school programs	3	2	1	NC	2
13. Understands the responsibilities associated with being a competent professional, including following law, regulations, policies, requirements, and policies	3	2	1	NC	3
14. Consults with, involves, and works effectively with all school support personnel	3	2	1	NC	3
15. Exercises good judgment in planning and managing time and other resources	3	2	1	NC	3
16. Understands the special characteristics and circumstances related to the students, staff, school, and community	3	2	1	NC	3
17. Develops practices to promote collaborative, supportive interaction in the classroom, school, and community	3	2	1	NC	3
J. Human Relations:	Overall rating:				3
1. Establishes positive and effective relationships with students, parents, colleagues, administrators, and community members	3	2	1	NC	3
2. Demonstrates appreciation of cultural diversity, individual differences, and exceptionalities of students	3	2	1	NC	3
3. Discourages prejudices and unfair discrimination in their classrooms	3	2	1	NC	3
4. Understands and respects varying points of view and the influence of one's own on others	3	2	1	NC	3



Additional Comments: (Narrative)

Identify purpose of this evaluation: Formative _____, Semester _____, Final _____

Evaluation _____ Proficient, solid and consistent performance
_____ Improving, moving towards proficient performance
_____ Minimal achievement

Evaluator Signature _____ Date _____

Evaluator Name (Please print.) _____

Student Teacher Signature _____ Date _____

Mentor Teacher/Supervisor Signature _____ Date _____

Final Evaluation – end of semester - summary recommendation:
Do you recommend this student teacher for certification? (Y/N signature and date)

University Supervisor _____ Mentor Teacher _____