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| A close up of a logo  Description automatically generated | | |  |  |  | | --- | --- | --- | | Quarter 1 | Quarter 2 | Quarter 3 | |  |  |  |   End of Term CT Evaluation and Intern Self-Assessment | |
|  | |  | |
|  | **ELECTRONIC COPY OF THIS FORM MUST BE E-MAILED TO YOUR FIELD SUPERVISOR** | Elementary Education  Woodring College of Education |

|  |  |  |
| --- | --- | --- |
| Intern: | Quarter (Fall, Winter, or Spring) & Year: | School & School District: |
| Intern WWU ID#: | Classroom Teacher: | Field Supervisor: |

This assessment is based on the 10 national standards of effective practice for new teachers, developed by the Interstate Teacher Assessment and Support Consortium (InTASC). These standards are used throughout WWU’s Elementary Education program to assess, support, and evaluate student teaching interns as they progress through the program, including the student teaching internship. We ask the cooperating teacher and student teaching intern to complete this evaluation at the end of quarter 1, quarter 2, and quarter 3. This review should also support an end-of-quarter coaching conversation which identifies professional improvement goals.

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| --- | --- |
| **Quarter 2 Standard:** To continue satisfactorily in the Elementary Education program after quarter 2, interns will be expected to achieve “emerging” ratings for the indicators from the 10 InTASC standards. Candidates who are not meeting these standards will be asked to attend a case conference. The focus of the case conference will be to identify the supports needed to attain success. | **Quarter 3 Standard:**  To complete the program satisfactorily in the Elementary Education program, interns will be expected to achieve “proficient” ratings for all/most the indicators from the 10 InTASC standards. |

For each standard, please consider *specific evidence* such as lesson observations, review of lesson plans, coaching conversations, observations of student learning, and the teaching/learning cycle (assess/plan/teach/reflect). **We recommend identifying your top two pieces of evidence to support your reasoning (see example under Standard 1 for a bulleted list).**

**Please note:** The rating of “proficient” describes what the intern should be able to do by the end of the internship year.  Interns may or may not be demonstrating proficiency in any given category prior to completing the internship but should be demonstrating proficiency (for a beginning professional) in all/most of the categories by the end of the internship.

Directions for completing the end-of-quarter evaluation (Intern and Cooperating Teacher):

|  |  |  |  |
| --- | --- | --- | --- |
| **Intern**:  Upon receipt of this form from your Field Supervisor:   1. Place a rating of 1, 2, 3, 4, or “not observed” by the number which best describes your self-assessment of your performance for each indicator. Note your rating for each indicator in the **left** rating column (on right side of rubric) for each indicator. 2. Create an overall rating for the standard by averaging the indicator scores 3. Add evidence-based comments (these can be bulleted) under Candidate Self-Assessment. Once completed, forward to your Cooperating Teacher via email. | **Cooperating Teacher**:  Upon receipt of this form from the Intern or Field Supervisor:   1. Place a rating of 1, 2, 3, 4, or “not observed” by the number which best describes your assessment of the intern’s performance for each indicator. Note your rating for each indicator in the **right** rating column for each indicator (on right side of rubric). 2. Create an overall rating for the standard by averaging the indicator scores 3. Add evidence-based comments (these can be bulleted) under Cooperating Teacher’s Assessment | **Intern and Cooperating Teacher:**   1. Meet to review and establish goals for future quarters or career. Identify and record the top 2-3 professional growth goals for the intern to focus on with the help of the CT and Field Supervisor. Record those goals below. 2. (Q3 only) Use these established goals as the basis of your Professional Growth Plan. | **Intern OR Cooperating Teacher:**  Email this form back to the Field Supervisor. |

**Professional Growth Goals:**

* Etc.

***Standard #1: Learner Development***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC**  **Standard 1** | **Distinguished (4)** | **Proficient (3)** | **Emerging (2)** | **Underdeveloped (1)** | **Not Observed** | **Rating** | |
| *The intern…* | | | | |  | **Intern** | **CT** |
| **Supports student learning through developmentally appropriate instruction** | implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas | implements developmentally appropriate instruction that accounts for learners’ strengths, interests and needs | implements grade-level appropriate instruction, but does not account for individual learners’ differences | implements instruction that exceeds or does not match a developmentally appropriate level for the students |  |  |  |
| **Accounts for differences in students’ prior knowledge** | accesses student readiness for learning and expands on individual students’ prior knowledge | accounts for individual differences in students’ prior knowledge and readiness for learning | addresses students’ prior knowledge as a class, but individual differences are not considered | does not account for differences in students’ prior knowledge |  |  |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | **Overall**  **Rating** | |
| **Standard #1: Learner Development**. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. | | | | | | **Intern** | **CT** |
|  |  |
| DIRECTIONS for Standard #1:  Add comments and evidence below to support your rating (can be bulleted)  Candidate’s Self-Assessment:  Cooperating Teacher’s Assessment:  **Hypothetical Examples:**   * Writing workshop – assessed writing samples, chose two strategies for minilessons based on Ss needs * Morning meeting – Engaged Ss in social/emotional self-checks, taught lessons on self-regulation to support readiness for learning   Cooperating Teacher’s Assessment:   * Math lesson– In subtraction unit, intern used “Rainbow Fish” book to account for learner differences and background knowledge * Science lesson – Growth area, had limited differentiation for language learners. We should discuss this as a growth area at our conference | | | | | | | |

***Standard #2: Learning Differences***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC**  **Standard 2** | **Distinguished (4)** | **Proficient (3)** | **Emerging (2)** | **Underdeveloped (1)** | | **Not**  **Obs** | **Rating** | |
| *The intern…* | | | | |  | | **Intern** | **CT** |
| **Uses knowledge of students’ socioeconomic, cultural and ethnic differences to meet learning needs** | anticipates individual learning needs by proactively differentiating instruction using knowledge of learners’ socioeconomic, cultural and ethnic backgrounds | demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance | demonstrates a basic knowledge about learners’ backgrounds and how to meet their learning needs | demonstrates minimal knowledge about learners’ backgrounds and how to meet their learning needs |  | |  |  |
| **Exhibits fairness and belief that all students can learn** | exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners | exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners | communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners | communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners |  | |  |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | | **Overall Rating** | |
| **Standard #2: Learning Differences**. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards. | | | | | | | **Intern** | **CT** |
|  |  |
| DIRECTIONS for Standard #2:  Add comments and evidence below to support your rating (can be bulleted)  Candidate’s Self-Assessment:  Cooperating Teacher’s Assessment: | | | | | | | | |

***Standard #3: Learning Environments***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC**  **Standard 4** | **Distinguished (4)** | **Proficient (3)** | **Emerging (2)** | **Underdeveloped (1)** | **Not Obs** | **Rating** | |
| *The intern…* | | | | |  | **Intern** | **CT** |
| **Creates a safe and respectful environment for learners** | collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community | consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners’ differences, including race, culture, gender, sexual orientation, and language | models safety and respect to encourage a positive classroom learning community | ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community |  |  |  |
| **Structures a classroom environment that promotes student engagement** | develops a highly engaging learning environments, accounting for student differences and learning needs | develops a learning environment that is consistently engaging for most students | attempts to develop a learning environment that is engaging for most students | needs assistance in developing a learning environment that is engaging for most students |  |  |  |
| **Clearly communicates expectations for appropriate student behavior** | communicates standards of conduct that are clear and effective | communicates clear standards of conduct | communicates standards of conduct that may not be clear | has minimal standards of conduct in place |  |  |  |
| **Responds appropriately to student behavior** | monitors student behavior and responds appropriately on a consistent basis | monitors and responds to student behavior effectively | inconsistently monitors and responds to student behavior | needs assistance with monitoring student behavior or in responding consistently |  |  |  |
| **Guides learners in using technologies in appropriate, safe, and effective ways** | plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively | uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively | attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively | needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively |  |  |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | **Overall Rating** | |
| **Standard #3: Learning Environments**. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation. | | | | | | **Intern** | **CT** |
|  |  |
| DIRECTIONS for Standard #3:  Add comments and evidence below to support your rating (can be bulleted)  Candidate’s Self-Assessment:  Cooperating Teacher’s Assessment: | | | | | | | |

***Standard #4: Content Knowledge***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC**  **Standard 4** | **Distinguished (4)** | **Proficient (3)** | **Emerging (2)** | **Underdeveloped (1)** | **Not Obs** | **Rating** | | |
| *The intern…* | | | | |  | **Intern** | **CT** | |
| **Effectively teaches subject matter** | displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners’ understanding | instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content | displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content | displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content |  |  |  | |
| **Guides mastery of content through meaningful learning experiences** | creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content | applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content | attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content | applies inappropriate strategies in instructional practice to engage learners in mastery of content |  |  |  | |
| **Integrates culturally relevant content to build on learners’ background knowledge** | flexibly designs learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences | designs learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences | demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners’ cultural backgrounds and experiences | demonstrates minimal knowledge of learners’ cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners’ cultural backgrounds |  |  |  | |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | **Overall Rating** | | |
| **Standard #4: Content Knowledge**. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. | | | | | | **Intern** | | **CT** |
|  | |  |
| DIRECTIONS for Standard #4:  Add comments and evidence below to support your rating (can be bulleted)  Candidate’s Self-Assessment:  Cooperating Teacher’s Assessment: | | | | | | | | |

***Standard #5: Applications of Content***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC**  **Standard 5** | **Distinguished (4)** | **Proficient (3)** | **Emerging (2)** | **Underdeveloped (1)** | **Not**  **Obs** | **Rating** | |
| *The intern…* | | | | |  | **Intern** | **CT** |
| **Connects core content to relevant, real-life experiences and learning tasks** | designs and facilitates challenging learning experiences related to the students’ real-life experiences and relevant core content | designs instruction related to the students’ real-life experiences and relevant core content | designs instruction related to the core content but learning tasks have only superficial relationships to the students’ interests or life experiences | designs instruction related to the core content but learning tasks have no relevance to the students’ interests or life experiences |  |  |  |
| **Designs activities where students engage with subject matter from a variety of perspectives** | embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes | designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections | designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed | designs activities related to subject matter but does so from a singular perspective and discipline |  |  |  |
| **Accesses content resources to build global awareness** | seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues | uses content resources, including digital and interactive technologies, to build student awareness of local and global issues | accesses some content resources, including technologies, to build student awareness of local and global issues | needs regular guidance to determine where and how to access content resourcesto build student awareness of local and global issues |  |  |  |
| **Uses relevant content to engage learners in innovative thinking & collaborative problem solving** | creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content | engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content | engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content | instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content |  |  |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | **Overall Rating** | |
| **Standard #5: Applications of Content**. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues. | | | | | | **Intern** | **CT** |
|  |  |
| DIRECTIONS for Standard #5:  Add comments and evidence below to support your rating (can be bulleted)  Candidate’s Self-Assessment:  Cooperating Teacher’s Assessment: | | | | | | | |

***Standard #6: Assessment***

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| **InTASC**  **Standard 6** | **Distinguished (4)** | **Proficient (3)** | **Emerging (2)** | **Underdeveloped (1)** | **Not Obs** | **Rating** | |
| *The intern…* | | | | |  | **Intern** | **CT** |
| **Uses multiple methods of assessment** | designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs | uses multiple assessments that align with the learning targets | uses multiple assessments, but not all are aligned with the learning targets | uses limited assessment methods and items that are not aligned with learning targets |  |  |  |
| **Provides students with meaningful feedback to guide next steps in learning** | provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work | provides effective feedback to learners that aids in the improvement of the quality of their work | feedback provided to learners is actionable but does not necessarily improve the quality of the work | feedback provided to students is not actionable |  |  |  |
| **Uses appropriate data sources to identify student learning needs** | documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction | documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs | uses assessment data to guide planning and identify student learning needs | uses assessments solely to determine a grade |  |  |  |
| **Engages students in self-assessment strategies** | engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals | engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment | engages learners in understanding and identifying quality work | learners are not engaged in understanding and identifying quality work |  |  |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | **Overall Rating** | |
| **Standard #6: Assessment**. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers’ and learner’s decision making. | | | | | | **Intern** | **CT** |
|  |  |
| DIRECTIONS for Standard #6:  Add comments and evidence below to support your rating (can be bulleted)  Candidate’s Self-Assessment:  Cooperating Teacher’s Assessment: | | | | | | | |

***Standard #7: Planning for Instruction***

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| **InTASC**  **Standard 7** | **Distinguished (4)** | **Proficient (3)** | **Emerging (2)** | **Underdeveloped (1)** | **Not Obs** | **Rating** | |
| *The intern…* | | | | |  | **Intern** | **CT** |
| **Connects lesson goals with school curriculum and state standards** | plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them | plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs | plans for learning experiences that are aligned with learning goals | lesson plans are not aligned with learning goals |  |  |  |
| **Uses assessment data to inform planning for instruction** | assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students’ progress relative to learning targets | uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning | pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning | pre-assessment and/or formative assessment data are not utilized to inform planning |  |  |  |
| **Adjusts instructional plans to meet students’ needs** | uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students’ needs | uses information gained from assessment findings to customize instructional plans to meet students’ needs | uses assessment findings to modify instructional plans to meet students’ needs | plans are not adjusted to meet student learning differences or needs |  |  |  |
| **Collaboratively designs instruction** | proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists | plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning | plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information | plans instruction individually |  |  |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | **Overall Rating** | |
| **Standard #7: Planning for Instruction.**The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. | | | | | | **Intern** | **CT** |
|  |  |
| DIRECTIONS for Standard #7:  Add comments and evidence below to support your rating (can be bulleted)  Candidate’s Self-Assessment:  Cooperating Teacher’s Assessment: | | | | | | | |

***Standard #8: Instructional Strategies***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC**  **Standard 8** | **Distinguished (4)** | **Proficient (3)** | **Emerging (2)** | **Underdeveloped (1)** | **Not**  **Obs** | **Rating** | |
| *The intern…* | | | | |  | **Intern** | **CT** |
| **Varies instructional strategies to engage learners** | integrates a variety of instructional approaches for all members of the classroom; considers learners’ needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers | varies role between instructor, facilitator, guide, and audience; considers learners’ needs, interests, and goals in determining instructional strategies to engage learners | uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals | utilizes only one instructional approach |  |  |  |
| **Uses technology appropriately to enhance instruction** | engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction | uses technology effectively to enhance instruction | uses limited instructional strategies that involve technology | identifies instructional strategies without involving technology |  |  |  |
| **Differentiates instruction for a variety of learning needs** | differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students | varies instruction for individuals or small groups to create learning experiences that are well matched to student needs | varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs | teaches individual or small group learning experiences without differentiating instruction |  |  |  |
| **Instructional practices reflect effective communication skills** | articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning | listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction | articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others | makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens |  |  |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | **Overall Rating** | |
| **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. | | | | | | **Intern** | **CT** |
|  |  |
| DIRECTIONS for Standard #8:  Add comments and evidence below to support your rating (can be bulleted)  Candidate’s Self-Assessment:  Cooperating Teacher’s Assessment: | | | | | | | |

***Standard #9: Professional Learning and Ethical Practice.***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC**  **Standard 9** | **Distinguished (4)** | **Proficient (3)** | **Emerging (2)** | **Underdeveloped (1)** | **Not**  **Obs** | **Rating** | |
| *The intern…* | | | | |  | **Intern** | **CT** |
| **Uses feedback to improve teaching effectiveness** | seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest | accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness | accepts feedback to improve teaching effectiveness | resists feedback to improve teaching effectiveness |  |  |  |
| **Uses self-reflection to improve teaching effectiveness** | reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice | reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved | reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction | reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement |  |  |  |
| **Upholds legal responsibilities as a professional educator** | demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities | acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners’ rights and teachers’ responsibilities | acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies | does not act in accordance with ethical codes of conduct and professional standards and demonstrates inadequate knowledge of federal, state, and district regulations and policies |  |  |  |
| **Demonstrates commitment to the profession** | takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community | participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects | participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects | purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects |  |  |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | | **Overall Rating** | |
| **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner. | | | | | | **Intern** | **CT** |
|  |  |
| DIRECTIONS for Standard #9:  Add comments and evidence below to support your rating (can be bulleted)  Candidate’s Self-Assessment:  Cooperating Teacher’s Assessment: | | | | | | | |

***Standard #10: Leadership and Collaboration***

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **InTASC**  **Standard 10** | **Distinguished (4)** | **Proficient (3)** | **Emerging (2)** | **Underdeveloped (1)** | **Not**  **Obs** | **Rating** | |
| *The intern…* | | | | |  | **Intern** | **CT** |
| **Collaborates with colleagues to improve student performance** | initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance | develops supportive and collaborative relationships with colleagues that improve student performance | develops cordial relationships with colleagues; attempts to improve student performance | develops relationships with colleagues that are characterized by negativity or combativeness |  |  |  |
| **Collaborates with parent/guardian/advocate to improve student performance** | guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher’s communications are highly sensitive to families’ cultural norms | collaborates to make information about instructional programs available, and communications are appropriate to families’ cultural norms | maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher’s communications are inappropriate to families’ cultural norms | makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication |  |  |  |
| *\*The overall rating will be calculated as an average of the ratings for this standard.* | | | | | |  | |
| **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession. | | | | | | **Intern** | **CT** |
|  |  |
| DIRECTIONS for Standard #10:  Add comments and evidence below to support your rating (can be bulleted)  Candidate’s Self-Assessment:  Cooperating Teacher’s Assessment: | | | | | | | |

**Additional comments/feedback/professional growth goals:**

**\_\_\_\_\_\_ Yes \_\_\_\_\_\_\_ No I have specific concerns that I would like to address with the Field Supervisor**