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Updated 9.17

Candidate Name	Cooperating Teacher	University Field Supervisor	Intern's WWU ID #

School	District	Content Area	Internship Dates

Signatures required only on final evaluations

Candidate Signature		Date	
Cooperating Teacher Signature		Date	
University Field Supervisor Signature		Date	

Rating		Descriptor
Exemplary	E	Skill performed completely and consistently in an independent, intentional, and resourceful manner; does not need direction from supervisory team; exceeds the expectations of an effective pre-service teacher
Proficient	P	Skill performed completely and consistently; needs minimal direction from supervisory team; performs at the level expected of an effective pre-service teacher
Developing	D	Skill performed inconsistently; needs substantial direction from supervisory team; not yet performing at the level expected of an effective pre-service teacher
Unsatisfactory	U	Skill not met; needs constant direction; does not demonstrate minimal understanding or performance of skill at a pre-service level

			Rating
Standard #1: Learner Development	1.1	Demonstrates respect for individual differences, focusing on a strengths-based view to identify school and/or community resources to support student learning and well-being.	
	1.2	Provides equitable and developmentally appropriate learning opportunities for all to participate.	
	1.3	Provides opportunities for students to develop awareness of and sensitivity to their own and other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.	
	1.4	Provides students with opportunities to practice communication and social skills.	
Standard #2: Learning Differences	2.1	Provides students opportunities to demonstrate their learning in multiple ways.	
	2.2	Implements principles of effective instruction (e.g., scaffolded, individualized, inquiry-based, rooted in subject matter pedagogies, academic language, and second language acquisition).	
	2.3	Differentiates instruction and curriculum to meet the needs of diverse learners.	
Standard 3: Learning Environment	3.1	Supports a culture of learning that advances knowledge, honors diversities, and promotes social justice.	
	3.2	Builds on the valuable knowledge and assets students bring to the learning process.	
	3.3	Respects and honors varied views, opinions, and approaches.	
	3.4	Promotes a respectful, participatory classroom learning community in which students assume responsibility for themselves and engage purposefully to become responsible citizens and independent	
	3.5	Collaborates with students to develop clear classroom procedures and expectations.	
	3.6	Maintains lesson focus and student engagement by managing instructional time appropriately bell-to-bell (e.g., scanning, wait time, actively listening, using proactive management strategies, providing clear directions, managing smooth transitions).	
	3.7	Communicates visual, vocal, and verbal enthusiasm, energy, empathy, and understanding.	
Standard #4: Knowledge of Content	4.1	Creates plans that are grounded in and reflect deep integrated content knowledge, disciplinary big ideas, principles, and concepts as reflected in the disciplinary standards.	
	4.2	Embeds representations of multiple perspectives in curricula and values the lived experiences of others (e.g., cultural, ethnic, religious, SES, gender).	
	4.3	Creates varied opportunities for students to learn, practice, and master disciplinary and other academic language.	
	4.4	Anticipates, recognizes, and addresses learner misconceptions.	

			Rating
Standard #5: Application of Content	5.1	Represents disciplinary concepts in a variety of ways to engage and support student inquiry and problem solving (e.g., higher level questioning, alternative explanations, modeling, analogies, big ideas).	
	5.2	Designs lessons that encourage and engage students in making connections, constructing meaning, and engaging in critical reflection through the analysis and synthesis of varying perspectives.	
	5.3	Designs learning experiences that require students to engage with content collaboratively and from multiple perspectives.	
	5.4	Engages students and self in critical self-reflection to understand the beliefs and positions we hold, our worldviews, and where those perspectives come from.	
	5.5	Guides students to analyze the economic, political, and ethical impacts of climate change on environmental, biological, and social systems. (e.g., compare content-area appropriate mitigation and adaptation strategies, and use data and evidence to justify claims relating to climate, climate change, and mitigation).	
Standard #6: Assessment	6.1	Develops and consistently uses disciplinary standards to inform formative and summative assessments aligned to objectives and outcomes.	
	6.2	Uses a variety of formative assessments and checks for understanding throughout the lesson.	
	6.3	Provides timely, specific, and meaningful feedback to students to help guide their learning, goal-setting, and understanding of the content and learning objectives.	
	6.4	Uses strategies to involve learners in self-assessment to help them become aware of their strengths/needs and encourage them to set personal goals for learning.	
Standard #7: Planning for Instruction	7.1	Plans daily and long-term lessons that are aligned with disciplinary standards, include appropriate learning objectives and measurable outcomes, and address supporting strategies and activities.	
	7.2	Aligns daily and long-term lessons to learning objectives and outcomes.	
	7.3	Infuses principles of differentiation, universal design, theories of language acquisition, and cognitive, socio-emotional, and psychomotor domains to plan lessons and instructional activities to meet individual student learning needs (e.g., student language demands, IEPs, 504s, HCL).	
	7.4	Uses assessment information to review, analyze, and adjust instruction to meet students' needs.	
	7.5	Designs lesson plans that foster critical analysis of social, cultural, and institutional systems and how they contribute to and/or address inequity.	
Standard #8: Instructional Strategies	8.1	Creates consistent instructional routines (must include effective openings and closings for lessons and activities, reviews and connects to previous learning, looks ahead to next lessons).	
	8.2	Discusses daily learning objectives collaboratively with students, addressing relevancy to previous learning, student knowledge, the community, future objectives, etc.	
	8.3	Provides opportunities to encourage student metacognition, including learning tasks to prompt students to make their thinking visible (e.g., through writing, speaking, illustrating, and self-monitoring progress toward goals).	
	8.4	Supports disciplinary reading, writing, and thinking skills.	
	8.5	Uses appropriate supports to enhance student learning (may include modeling, scaffolding, providing guided and independent practice, and using appropriate visual supports).	
	8.6	Integrates technology to enhance learning and meet individual student needs.	
Standard #9: Professional Learning and Ethical Practice	9.1	Engages in professional development informed by personal and academic goals (e.g., participates in disciplinary learning and professional organizations, attends social justice workshops, engages with colleagues in professional learning communities, practices self-care).	
	9.2	Demonstrates professional responsibility, including following school expectations for conduct, productivity, and school community standards for professional work attire.	
	9.3	Adheres to all professional laws, rules, and policies in an ethical and just manner.	
	9.4	Maintains records (e.g., performance, attendance, behavior, etc.) in an accurate and timely manner.	
Standard #10: Leadership and Collaboration	10.1	Demonstrates a flexible, collaborative, and assets-based approach to communications and interactions with supervisory team, students, colleagues, and families.	
	10.2	Communicates in a respectful, effective, appropriate, and timely professional manner, including communicating academic progress to students, parents/guardians, supervisory team, and colleagues.	
	10.3	Makes professional and respectful contributions through school-based activities.	

Narrative
The narrative should include, but is not limited to: (1) a description of the internship setting, (2) a summary of the candidate's experience, and (3) supporting or clarifying information regarding the candidate's performance.
Formatting tip: Compose narrative in Word and copy/paste into this document