



## Student Teaching Internship FINAL Evaluation

Email completed form to [OFE@WWU.edu](mailto:OFE@WWU.edu)

Education for Inclusive Environments

Updated 8.10.22

Woodring College of Education

Candidate Name	Cooperating Teacher	University Field Supervisor	Intern's WWU ID #
School	District	Grade Level (s)	Internship Dates

Rating	Descriptor	
<b>Exemplary</b>	<b>E</b>	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
<b>Proficient</b>	<b>P</b>	Skill performed completely and consistently; needs minimal direction from supervisory team; performs at the level expected of an effective pre-service teacher
<b>Developing</b>	<b>D</b>	Skill performed inconsistently; needs substantial direction from supervisory team; not yet performing at the level expected of an effective pre-service teacher
<b>Unsatisfactory</b>	<b>U</b>	Skill not met; needs constant direction; does not demonstrate minimal understanding <b>or</b> performance of skill at a pre-service level

			Rating
<b>Standard #1: Learner Development</b>	<b>1.1</b>	Identifies and draws on school and community resources that foster the understanding of how diversity impacts student learning	
	<b>1.2</b>	Creates developmentally appropriate learning opportunities	
	<b>1.3</b>	Plans developmentally appropriate opportunities to teach motivation, risk-taking, and self-management	
	<b>1.4</b>	Provides scaffolds that support the acquisition of the targeted concept or skill	
<b>Standard #2: Learning Differences</b>	<b>2.1</b>	Paces instruction appropriately for lesson and developmental stage of learners	
	<b>2.2</b>	Interacts with students in a manner that demonstrates high expectations for all	
	<b>2.3</b>	Plans and implements accommodations and modifications to instruction, curriculum, and management based on individual student strengths and needs	
	<b>2.4</b>	Teaches lessons that are sensitive to diverse populations or perspectives	
	<b>2.5</b>	Participates in developing an IEP with the IEP team	
<b>Standard 3: Learning Environment</b>	<b>3.1</b>	Creates a welcoming environment where each student is respected and included	
	<b>3.2</b>	Designs and implements positive, proactive group management	
	<b>3.3</b>	Designs and implements effective specific supports that promote pro-social behaviors for individual students	
	<b>3.4</b>	Communicates and reinforces behavioral expectations at beginning of lesson and provides reminders as needed	
<b>Standard #4: Knowledge of Content</b>	<b>4.1</b>	Selects instructional models and methods based on content and student skills and needs	
	<b>4.2</b>	Identifies and plans for communication demands of lessons or activities	
	<b>4.3</b>	Creates opportunities for students to learn, practice, and master academic language	
	<b>4.4</b>	Anticipates, recognizes, and addresses learner misconceptions	
	<b>4.5</b>	Presents information in multiple ways/formats to assist students in understanding content	

## Student Teaching Internship Midterm/Final Evaluation

Special Education  
Woodring College of Education

Rating

<b>Standard #5: Application of Content</b>	<b>5.1</b>	Implements long range plans for mastery and generalization	
	<b>5.2</b>	Designs learning experiences that require students to engage with content collaboratively and from multiple perspectives	
	<b>5.3</b>	Provides questions that promote higher order thinking appropriate for lesson and learners	
	<b>5.4</b>	Supports critical reading and thinking skills for all students	
	<b>5.5</b>	Provides opportunities for students to make connections	
<b>Standard #6: Assessment</b>	<b>6.1</b>	Uses a variety of formative assessments and checks for understanding throughout the lesson	
	<b>6.2</b>	Uses accurate and appropriate error correction	
	<b>6.3</b>	Provides guided and independent practice that is aligned with learning objectives	
	<b>6.4</b>	Provides specific feedback that furthers student learning	
	<b>6.5</b>	Adapts and modifies individualized assessment strategies for students with diverse skill levels, and for those from diverse cultural and linguistic backgrounds	
	<b>6.6</b>	Collects and records data on students' academic, functional and social-emotional skills	
	<b>6.7</b>	Interprets assessment information to monitor progress and identify goals, including IEP goals	
<b>Standard #7: Planning for Instruction</b>	<b>7.1</b>	Plans instruction based on multiple forms of assessment information	
	<b>7.2</b>	Writes learning objectives that are clear, specific, measurable, and aligned to common core standards; for SPED, also aligns learning objectives with IEP goals	
	<b>7.3</b>	Prepares lesson/activity plans that are complete, correct, appropriate, and evidence-based	
	<b>7.4</b>	Planning includes accommodations and modifications to instruction, curriculum, management and assessment based on individual student strengths and needs	
<b>Standard #8: Instructional Strategies</b>	<b>8.1</b>	Uses effective openings for lessons and activities	
	<b>8.2</b>	Includes effective demonstrations and modeling to enhance student understanding	
	<b>8.3</b>	Embeds multiple active participation strategies in each lesson	
	<b>8.4</b>	Uses strategies to support and expand language and vocabulary development	
	<b>8.5</b>	Uses a variety of appropriate visual supports to access the content	
	<b>8.6</b>	Uses a hierarchy of questioning strategies to deepen student's understanding of content	
	<b>8.7</b>	Provides opportunities for students to take ownership of their learning and increase independence	
	<b>8.8</b>	Provides opportunities for students to use materials, technology, and resources to enhance students' learning	
	<b>8.9</b>	Uses effective closings for lessons and activities	
<b>Standard #9: Professional Learning and Ethical Practice</b>	<b>9.1</b>	Understands and adheres to all professional, legal, and ethical responsibilities and policies	
	<b>9.2</b>	Actively seeks information, resources, and other professional learning opportunities to expand knowledge	
	<b>9.3</b>	Uses student growth data evidence through multiple measures to self-assess and reflect on teaching practices and set on-going professional improvement goals	
	<b>9.4</b>	Collaborates with colleagues to obtain feedback and uses it for professional growth	
	<b>9.5</b>	Interacts with all members of the school community (students, colleagues, families) in a courteous, fair, sensitive, and professional manner	
<b>Standard #10: Leadership and Collaboration</b>	<b>10.1</b>	Meets expectations of professional responsibility, conduct, scheduled commitments, productivity and effort and adheres to established standards for professionalism	
	<b>10.2</b>	Collaborates effectively with families, teachers, paraprofessionals, specialists, and members of the greater school community to support student learning	
	<b>10.3</b>	Establishes respectful communication with parents/guardians and develops relationships to support students' learning within the family's culture	
	<b>10.4</b>	Uses effective, appropriate, and professional problem-solving strategies with all audiences	
	<b>10.5</b>	Engages collaboratively in the school-wide effort to build a shared vision and supportive culture	
	<b>10.6</b>	Identifies, plans for, and monitors instructional roles of paraprofessionals	

## 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*