Student Teaching Internship MIDTERM Evaluation

Email completed form to OFE@WWU.edu

Updated 8.10.22

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

Rating		Descriptor
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
Not Observed	N	Has not had the opportunity to demonstrate

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

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