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Intern Self-Assessment & Cooperating Teacher/Field Supervisor Evaluation

Updated evaluation Fall 2023

"X" appropriate box

BILINGUAL TEACHING FELLOWS

Woodring College of Education

This form will be used in a cumulative fashion over the course of the three internship quarters. For the Quarter 2 and 3 Evaluations, Interns and Cooperating Teachers are encouraged to use the previous evaluation as a beginning point for reflection on growth and mastery of the standards. Scores should be updated to reflect the intern's current level of performance. Examples for each standard should be replaced with current evidence to support ratings at each evaluation point.

Q2 Final	
Q3 Final	

Candidate Name	Cooperating Teacher	University Field Supervisor	Intern's WWU ID #
School	District	Grade Level (s)	Current Quarter & Year

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.

Quarter 1 Standard	Quarter 2 Standard	Quarter 3 Standard	NOTE:
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.	To continue satisfactorily in the Elementary Education program after quarter 2, interns will be expected to achieve a mix of "emerging" and "proficient" ratings for the indicators from the 10 InTASC standards.	To complete the program satisfactorily in the Elementary Education program, interns will be expected to achieve "proficient" ratings for all/most of the indicators from the 10 InTASC standards. There are to be NO scores of "Not Observed" during Quarter 3 midterm or final evaluations.	Candidates who are not meeting these quarterly expectations will be asked to attend a case conference. The focus of the case conference will be to identify the supports needed to attain success.

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 evaluation:

Intern:	Cooperating Teacher:	Field Supervisor:	Intern, Cooperating Teacher and Field Supervisor:
Use a rating of 1, 2, 3, 4, or "not observed" to represent the criterion that best describes your assessment of your performance for each indicator. Note your rating for each indicator in the left rating column (on right side of rubric).	Use a rating of 1, 2, 3, 4, or "not observed" to represent the criterion that best describes your assessment of the intern's performance for each indicator. Note your rating for each indicator in the center rating column (on right side of rubric).	Use the intern and CT ratings to inform your FINAL rating. Enter a 1, 2, 3, 4, or "not observed" to represent the criterion that best describes your assessment of the intern's performance for each indicator. Note your rating for each indicator in the right rating column (on right side of rubric).	Meet to review the evaluation. Collaboratively, identify the top 2-3 professional growth goals on which the intern should focus and record those goals below.
Add evidence-based comments (these can be bulleted) under <i>Candidate's Self-Assessment</i> .	Add evidence-based comments (these can be bulleted) under <i>Cooperating Teacher's Assessment</i> .	Add evidence-based comments (these can be bulleted) under <i>Field Supervisor's Assessment</i> .	(Final quarter) Intern should use these established goals as the basis of their Professional Growth Plan.
Intern, CT, and FS should complete the form on the online platform separately in preparation for the triad meeting.	Intern, CT, and FS should complete the form on the online platform separately in preparation for the triad meeting.	Intern, CT, and FS should complete the form on the online platform separately in preparation for the triad meeting.	Field Supervisor: email completed document to OFE.

	Professional Growth Goals
Goal 1:	
Goal 2:	
Goal 3:	

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.

	Distinguished (4)	Proficient (3)	Emerging (2)	Underdeveloped (1)	Not Observed	Rating		
						Intern	CT	FS
<i>The intern...</i>								
Developmentally Appropriate Instruction	Identifies individual learner development and calibrates learning experiences against understandings of typical development, using an appropriate balance of support and challenge, to move learners toward their next levels of development	Consistently implements developmentally appropriate instruction that accounts for learners' strengths, interests, needs, and backgrounds (including academic, linguistic, social, and/or emotional)	Sometimes implements grade-level appropriate instruction that occasionally accounts for learners' strengths, interests, needs and backgrounds (including academic, linguistic, social, and/or emotional)	Implements instruction that is not grade-level or developmentally appropriate	Enter rating N/O if skill is not yet observed			
Social-Emotional	Supports students to practice authentic communication and social skills via student-led discussion or activities	Consistently engages learners in activities designed to provide opportunities to practice communication and social skills (e.g. morning meetings, role play, classroom norms, team building activities, etc).	Sometimes engages learners in activities designed to provide opportunities to practice communication and social skills	Does not provide opportunities for learners to practice communication and social skills or needs	Enter rating N/O if skill is not yet observed			
Diversity, Equity, Inclusion, and Accessibility	Activities are directly relevant to learners and deepen opportunities for learners to develop individual needs in each area of development (cognitive, linguistic, social, emotional, and physical) through critical thinking, problem solving, culturally sustaining engagements, and/or activism	Consistently provides opportunities for learners to develop individual needs in each area of development (cognitive, linguistic, social, emotional, and physical)	Sometimes provides opportunities for learners to develop individual needs in each area of development (cognitive, linguistic, social, emotional, and physical)	Does not provide opportunities for learners to develop individual needs in each area of development (cognitive, linguistic, social, emotional, and physical)	Enter rating N/O if skill is not yet observed			

DIRECTIONS for Standard #1: Interns **must** include evidence to support each standard. CT and FS may add additional evidence if desired.

<p>Candidate's Self-Assessment:</p> <p>Example:</p> <p>Example:</p> <p>Example:</p>
<p>Cooperating Teacher's Assessment:</p> <p>Example:</p> <p>Example:</p>
<p>Field Supervisor's Assessment:</p> <p>Example:</p> <p>Example:</p>

<p>Hypothetical Examples</p> <p>From Intern:</p> <ul style="list-style-type: none"> 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 <p>From Cooperating Teacher:</p> <ul style="list-style-type: none"> 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

The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.

	Distinguished (4)	Proficient (3)	Emerging (2)	Underdeveloped (1)	Not Observed	Rating		
						Intern	CT	FS
<i>The intern...</i>								
Differentiation	Differentiates instruction in the best interest of all learners, including those without formal learning plans and culturally and linguistically diverse children and families.	Consistently differentiates instruction for learners needing extra support or challenge and implements required interventions, modifications, and accommodations for learners with IEPs, 504 plans, or other disabilities and language learning needs	Sometimes differentiates instruction via whole-class and/or individualized differentiation	Teaches learning experiences with little to no differentiation	Enter rating N/O if skill is not yet observed			
Culturally Sustaining Practices	Uses knowledge of learners' personal, family, and community experiences and cultural norms to drive transformational curricular design in ways that deepens and extends learning	Demonstrates knowledge of and respect for learners' personal, family, and community experiences and cultural norms by consistently incorporating these <i>diverse perspectives</i> into learning experiences and interactions	Demonstrates knowledge of and respect for learners' personal, family, and community experiences and cultural norms by incorporating the information into interactions with individual children	Knowledge of and respect for learners' personal, family, and community experiences and cultural norms is not evident in instruction or interactions	Enter rating N/O if skill is not yet observed			

DIRECTIONS for Standard #2: Interns **must** include evidence to support each standard. CTs **may** add additional evidence if desired.

<p>Candidate's Self-Assessment:</p> <p>Example:</p> <p>Example:</p> <p>Example:</p>
<p>Cooperating Teacher's Assessment:</p> <p>Example:</p> <p>Example:</p>
<p>Field Supervisor's Assessment:</p> <p>Example:</p> <p>Example:</p>

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.

	Distinguished (4)	Proficient (3)	Emerging (2)	Underdeveloped (1)	Not Observed	Rating		
						Intern	CT	FS
<i>The intern...</i>								
Classroom Management	Actively involves learners in self- and/or peer-reflection about their use of time, transitions, routines, and meeting expectations	Maximizes instructional time through efficient transitions and routines; expectations are clear and accountability for expectations is consistent	Some instructional time is lost through inefficient transitions and/or routines; expectations are unclear or accountability for expectations is inconsistently upheld	Instructional time is frequently disrupted; transitions and/routines are often inefficient; expectations are often unclear and inconsistently upheld	Enter rating N/O if skill is not yet observed			
Classroom Culture	Provides learners regular opportunities for self- and community-reflection toward ongoing monitoring and improvement of classroom culture; shares and engages families with classroom norms	Collaborates with learners to develop classroom norms that foster a positive, inclusive, and inquiry-based classroom culture; models supportive listening and respectful verbal and non-verbal communication; promotes and guides positive peer interactions	Develops classroom norms to foster mutual respect, community engagement, and individual responsibility; models supportive listening and respectful verbal and non-verbal communication	Positive classroom norms are non-existent or are not reinforced; communication and other interactions are often disrespectful	Enter rating N/O if skill is not yet observed			
Physical Environment	Actively involves learners in coordinating and allocating space, resources, and materials in a manner that is responsive to learners' needs	Coordinates and allocates space, resources & materials in a manner that consistently minimizes loss of instructional time and ensures safety, accessibility, and cultural responsiveness	Coordinates and allocates space, resources & materials in a manner that ensures safety and accessibility but sometimes results in loss of instructional time	Physical environment is unsafe or resources are not accessible to all students	Enter rating N/O if skill is not yet observed			

DIRECTIONS for Standard #3: Interns **must** include evidence to support each standard. CTs **may** add additional evidence if desired.

Candidate's Self-Assessment: Example: Example: Example:
Cooperating Teacher's Assessment: Example: Example:
Field Supervisor's Assessment: Example: Example:

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.

	Distinguished (4)	Proficient (3)	Emerging (2)	Underdeveloped (1)	Not Observed	Rating		
						Intern	CT	FS
<i>The intern...</i>								
Content Accuracy	Consults with colleagues about ways of presenting concepts, processes, and knowledge to include diverse perspectives; independently seeks ways to deepen content knowledge	Accurately and effectively communicates concepts, processes, and knowledge in the discipline; consults with colleagues to anticipate student needs, identify relevant teaching resources, and deepen own content knowledge	Accurately communicates concepts, processes, and knowledge in the discipline.	Inaccurately communicates some concepts, processes, and/or knowledge; does not seek resources to develop own content knowledge when needed	Enter rating N/O if skill is not yet observed			
Supporting Current Understandings	Responds to expressed understandings that arise during lessons; develops resources to fill gaps in learner understanding through modification of future lessons	Anticipates common understandings and addresses them independently or through consultation with resources and/or colleagues	Needs support of colleagues to anticipate, identify and address common understandings	Does not anticipate or address student's current understandings.	Enter rating N/O if skill is not yet observed			

DIRECTIONS for Standard #4: Interns **must** include evidence to support each standard. CTs **may** add additional evidence if desired.

Candidate's Self-Assessment: Example: Example: Example:
Cooperating Teacher's Assessment: Example: Example:
Field Supervisor's Assessment: Example: Example:

Standard #5: Application 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.

	Distinguished (4)	Proficient (3)	Emerging (2)	Underdeveloped (1)	Not Observed	Rating		
						Intern	CT	FS
<i>The intern...</i>								
Interdisciplinary Connections	Collaborates with experts or colleagues to develop interdisciplinary themes; regularly integrates multiple content areas in lessons; helps learners develop discipline-specific literacy and communication skills (e.g. <i>conducting research, written presentations, staging a debate, etc.</i>)	Helps learners explore relationships across disciplines; occasionally integrates multiple content areas in lessons; provides consistent opportunities for learners to use basic literacy and communication skills in content areas	References relationships across disciplines; provides limited opportunities for students to use basic literacy and communication skills in content areas	Does not communicate about relationships across disciplines; does not support literacy and communication skills in content areas	Enter rating N/O if skill is not yet observed			
Connects core content to real-world experiences	Engages learners to self-identify and actively engage real-world problems, issues, or themes to explore; encourages problem-solving to include invention, creativity, and questioning of assumptions	Consistently explores complex problems or issues with current real-world connections that are related to the content area; consistently poses open-ended questions to elicit critical thinking; encourages students to use multiple strategies to explain their thinking	Sometimes references complex problems or issues with current real-world connections that are related to the content area; asks some higher-order questions to elicit critical thinking (e.g. <i>inference making, comparing/contrasting, problem-solving, generating hypotheses, etc.</i>)	Does not address complex problems or issues within lessons; elicits little/no critical thinking on the part of students	Enter rating N/O if skill is not yet observed			
Perspective - taking	Fosters learners' abilities to question and challenge assumptions embedded in varied source material	Guides learners to gather, organize, and evaluate information and ideas from varied resources and perspectives	Encourages learners to share and/or notice varied perspectives	Does not support or encourage perspective-taking	Enter rating N/O if skill is not yet observed			

DIRECTIONS for Standard #5: Interns **must** include evidence to support each standard. CTs **may** add additional evidence if desired.

Candidate's Self-Assessment: Example: Example: Example:
Cooperating Teacher's Assessment: Example: Example:
Field Supervisor's Assessment: Example: Example:

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.

	Distinguished (4)	Proficient (3)	Emerging (2)	Underdeveloped (1)	Not Observed	Rating		
						Intern	CT	FS
<i>The intern...</i>								
Appropriate Assessments	Designs or specifically adapts a variety of assessments that align with learning targets and are differentiated to meet individual and group needs	Consistently uses and adapts a variety of assessments aligned with learning targets and implements required assessment accommodations	Sometimes uses assessment methods that are aligned with learning targets	Uses limited assessment methods and/or items that are not aligned with learning targets	Enter rating N/O if skill is not yet observed			
Use of Assessment Data	Recognizes and responds to assessment data to make "in the moment" modifications to instruction	Documents, analyzes, and interprets learner assessment data to identify specific learning trends that guide the design of differentiated learning experiences	Documents, analyzes, and interprets learner assessment data to identify classwide learning trends and uses this information to plan instruction modifications	Does not use assessment data to inform instruction	Enter rating N/O if skill is not yet observed			
Engages Learners in Self-Assessment Strategies	Infuses regular opportunities for learner self-reflection, self-assessment, revision and monitoring of learning goals, including generating criteria for quality work	Engages learners in understanding and identifying quality work (models, examples, rubric, etc.) AND provides some opportunities for learner self-reflection, self-assessment, and revision	Engages learners in understanding and identifying quality work (models, examples, rubric, etc.)	Does not engage learners in understanding and identifying quality work	Enter rating N/O if skill is not yet observed			
Feedback	Provides learners with specific, criteria-based feedback focused on strengths AND next steps	Consistently provides learners with specific, criteria-based feedback consistently focused on strengths OR next steps	Sometimes provides learners with specific feedback generally focused on strengths OR next steps	Does not provide learners with actionable feedback	Enter rating N/O if skill is not yet observed			

DIRECTIONS for Standard #6: Interns **must** include evidence to support each standard. CTs **may** add additional evidence if desired.

Candidate's Self-Assessment: Example: Example: Example:
Cooperating Teacher's Assessment: Example: Example:
Field Supervisor's Assessment: Example: Example:

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.

	Distinguished (4)	Proficient (3)	Emerging (2)	Underdeveloped (1)	Not Observed	Rating		
						Intern	CT	FS
<i>The intern...</i>								
Learning Targets & Alignment	Develops measurable learning targets from curriculum materials, assessment data, content standards, and prior learner knowledge and interest; plans tasks, materials and assessments specifically aligned with learning goals	Develops measurable learning targets from curriculum materials and content standards; plans tasks, materials and assessments specifically aligned with learning goals	Develops learning targets from curriculum materials and content standards; plans tasks, materials and assessments generally aligned with learning goals	Plans learning experiences that are not aligned with learning targets and/or content standards	Enter rating N/O if skill is not yet observed			
Lesson Structure and Pacing	Intentionally and consistently plans logically sequenced and effectively paced lessons that support learning target	Consistently plans a variety of logically-sequenced learning experiences with effective pacing	Sometimes plans lessons with effective sequencing and/or pacing	Plans lessons with consistently ineffective sequencing and/or pacing OR lessons are not planned in advance	Enter rating N/O if skill is not yet observed			
Data Informed Planning	Plans for individualized and collective instruction based on specific formative summative and self-assessment data	Consistently plans for instruction based on general formative and summative assessment data	Sometimes plans for instruction based on general formative and summative assessment data	Uses little to no data to inform planning	Enter rating N/O if skill is not yet observed			
Collaboration	Collaborates with CT and other colleagues towards daily, unit and long-range planning	Collaborates with CT towards daily, unit and long-range planning	Collaborates with CT towards daily planning	Does not collaborate with CT when planning	Enter rating N/O if skill is not yet observed			

DIRECTIONS for Standard #7: Interns **must** include evidence to support each standard. CTs **may** add additional evidence if desired.

Candidate's Self-Assessment: Example: Example: Example:
Cooperating Teacher's Assessment: Example: Example:
Field Supervisor's Assessment: Example: Example:

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.

	Distinguished (4)	Proficient (3)	Emerging (2)	Underdeveloped (1)	Not Observed	Rating		
						Intern	CT	FS
<i>The intern...</i>								
Role of Teacher	Provides options for extensions and independent projects; collaborates with learners to help them generate questions and design learning approaches	Consistently varies role between instructor, facilitator, coach, and audience in response to knowledge of students and/or content; consistently offers a variety of resources and tools; occasionally offers student choice for content/topic, process, and/or product	Sometimes varies role between instructor, facilitator, coach, and audience; provides relevant resources and tools; rarely offers student choice opportunities	Repetitively uses same instructional format; offers limited/no resources or tools for learning; no student choice opportunities	Enter rating N/O if skill is not yet observed			
Technology	Engages learners in evaluation and selection of trustworthy media and technology resources; anticipates and plans ahead to prevent misuse of information	Consistently uses varied interactive media and technologies as a resource to support student learning; guides learners in using technology appropriately, safely, and effectively	Sometimes uses interactive media and technologies as a resource to support student learning	Does not use or needs ongoing assistance to use interactive media and technologies; selected technology resources may not actually support student learning	Enter rating N/O if skill is not yet observed			
Scaffolds	Offers individualized scaffolds as needed and/or engages students in self-identifying strengths and specific needs for support plus uses this information to adapt instruction	Consistently offers a variety of anchor charts, graphic organizers, models, etc.; scaffolds are clearly linked to explicit learning objectives, content standards, academic language, and individual/group needs	Sometimes uses anchor charts, graphic organizers, models, etc.; scaffolds are generally linked to learning needs	Rarely or never uses scaffolds to support learning	Enter rating N/O if skill is not yet observed			

DIRECTIONS for Standard #8: Interns **must** include evidence to support each standard. CTs **may** add additional evidence if desired.

Candidate's Self-Assessment: Example: Example: Example:
Cooperating Teacher's Assessment: Example: Example:
Field Supervisor's Assessment: Example: Example:

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.

	Distinguished (4)	Proficient (3)	Emerging (2)	Underdeveloped (1)	Not Observed	Rating		
						Intern	CT	FS
<i>The intern...</i>								
Continuous Learning	Actively seeks professional learning regarding learner development and diverse student needs - including understandings of identity, language, culture, ethnicity, gender, and learning differences	Consistently reflects with others on lessons, student learning, and instructional practices to identify ways in which their teaching might be improved; actively engages in provided professional learning opportunities	Sometimes reflects with others on lessons, student learning, and/or instructional practices to identify ways in which teaching might be improved; participates in required professional learning opportunities	Little/no reflection on lessons and/or student data; does not identify or inaccurately identifies ways in which instruction might be improved; does not participate in professional learning opportunities	Enter rating N/O if skill is not yet observed			
Response to Feedback	Based on self-reflection or other feedback, seeks out and participates in optional professional learning experiences to address identified needs and/or areas of professional interest	Seeks, accepts, reflects, and acts upon feedback from colleagues to improve teaching effectiveness	Accepts and reflects upon feedback from colleagues to improve teaching effectiveness	Resists feedback from colleagues to improve teaching effectiveness	Enter rating N/O if skill is not yet observed			
Ethical & Legal Responsibilities	Engages in self-education and/or advocacy regarding local and state curricula, policies, and initiatives; intentionally reflects on how well the needs of individuals are being addressed	Consistently meets professional expectations for conduct; supports local and state curricula, policies and initiatives; follows and asks questions about laws and ethical codes of conduct for learner rights, teacher responsibilities, confidentiality, etc.	Sometimes meets professional expectations for conduct; shows some knowledge and support of local and state curricula, policies and initiatives; follows laws and ethical codes of conduct for learner rights, teacher responsibilities, confidentiality, etc.	Does not meet or inconsistently meets professional expectations for conduct (e.g. <i>timeliness, productivity, communication</i>); inattentive to local and state curricula, policies and initiatives; inattentive to laws and ethical codes of conduct	Enter rating N/O if skill is not yet observed			

DIRECTIONS for Standard #9: Interns **must** include evidence to support each standard. CTs **may** add additional evidence if desired.

Candidate's Self-Assessment: Example: Example: Example:
Cooperating Teacher's Assessment: Example: Example:
Field Supervisor's Assessment: Example: Example:

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.

	Distinguished (4)	Proficient (3)	Emerging (2)	Underdeveloped (1)	Not Observed	Rating		
						Intern	CT	FS
<i>The intern...</i>								
Collaboration with Colleagues	Actively seeks out and engages with colleagues to identify and monitor progress towards common goals; seeks leadership roles to contribute to school or community projects and events; fosters a climate of trust, critical reflection, and inclusivity	Participates on the instructional team(s) and takes on leadership roles as offered; consistently uses advice and support from colleagues; often participates in efforts around school-wide vision and supportive culture	Sometimes attends instructional team meetings and accepts leadership roles as required; sometimes uses advice and support from colleagues; participates in some efforts around school-wide vision and supportive culture	Does not attend instructional team meetings or accepts required leadership roles; does not seek out advice or support from colleagues; shows little/no awareness of school-wide vision and culture	Enter rating N/O if skill is not yet observed			
Collaboration with Families	Uses technology and other forms of communication to develop collaborative relationships with families; communications actively value families' cultures; connects families with community resources	Uses consistent communication with families to support learner growth; elicits information about learners and their experiences; communications are appropriate to families' cultural norms	Sometimes communicates with families with the intent to support learner development and growth; attempts to use culturally-appropriate communication	Communication with families is nonexistent, not focused on learning, and/or culturally inappropriate; communications are often grammatically incorrect	Enter rating N/O if skill is not yet observed			

DIRECTIONS for Standard #10: Interns **must** include evidence to support each standard. CTs **may** add additional evidence if desired.

Candidate's Self-Assessment: Example: Example: Example:
Cooperating Teacher's Assessment: Example: Example:
Field Supervisor's Assessment: Example: Example:

Additional comments/feedback/professional growth goals:

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Y/N

CT: Do you have specific concerns that you would like to address?	
Intern: Do you have specific concerns that you would like to address?	
Field Supervisor: Do you have specific concerns that you would like to address?	