

Frostburg State University Teaching Internship Performance Rating – Program Outcomes – Internship I

Intern's Name _____ Internship Dates _____
Intern's Social Security Number _____ Days Present _____ Days Tardy or Absent _____
Internship School _____ Subject(s)/Grade(s) _____
Hours of: Teaching _____ Observation _____ Other _____ Total _____
Dates of Visits _____ Dates of Observations _____
University Supervisor _____ Cooperating Teacher _____
Recommended Final Grade (Pass/Fail) _____ Date of Mid-Point Evaluation and Conference _____ Date of Final Evaluation and Conference _____

This final performance rating has been mutually agreed upon by:

Intern Date Cooperating Teacher Date University Supervisor Date

I have read my final evaluation: _____ / _____ (Signature of Intern/Date)

Frostburg State University Teaching Internship Performance Rating – Program Outcomes – Internship II

Intern's Name _____ Internship Dates _____
Intern's Social Security Number _____ Days Present _____ Days Tardy or Absent _____
Internship School _____ Subject(s)/Grade(s) _____
Hours of: Teaching _____ Observation _____ Other _____ Total _____
Dates of Visits _____ Dates of Observations _____
University Supervisor _____ Cooperating Teacher _____
Recommended Final Grade (Pass/Fail) _____ Date of Mid-Point Evaluation and Conference _____ Date of Final Evaluation and Conference _____

This final performance rating has been mutually agreed upon by:

Intern Date Cooperating Teacher Date University Supervisor Date

I have read my final evaluation: _____ / _____ (Signature of Intern/Date)

Directions: Rate the intern's level of progress on each area using the scale below. An intern must be evaluated acceptable or better on each competency to receive a final of Pass. The intern will evaluate him/herself on each area prior to the cooperating teacher/university supervisor's evaluations.

Exemplary: intern performed at a level well beyond that expected of a preservice candidate (this rating should be reserved to highlight exceptional strengths)

Proficient: intern performed commendably; reflective of successful efforts

Acceptable: intern performed adequately with few exceptions; reflective of acceptable efforts

Unacceptable: intern performed at a level less than acceptable; reflective of the need to strengthen and/or develop

Not Applicable: insufficient basis for judgment

Intern's Name _____

	Internship I			Internship II Mid-Point			Internship II Final		
	Intern	Cooperating Teacher	University Supervisor	Intern	Cooperating Teacher	University Supervisor	Intern	Cooperating Teacher	University Supervisor
I. Role of Dedicated Professional									
Exhibits a solid base of content knowledge									
Exhibits a solid base of professional knowledge									
Possesses a sound knowledge of curriculum as influenced by local, state, and national standards									
Exhibits professional dispositions (e.g., caring, ethical, passionate, accepting diversity, responsible, and ethical behavior)									
Communicates effectively in spoken, written, visual, and technologically-assisted forms of communication									
Comments: (Initial in space provided)									
II. Role of Instructional Leader									
Promotes active learning									
Communicates high expectations for all students									
Creates effective learning environments									
Manages student behavior appropriately									
Accommodates for a range of differences in culture, developmental levels, and learning styles									
Models innovation and creativity in teaching									
Uses a variety of instructional strategies									
Develops activities which promote problem-solving and critical thinking									
Uses technology appropriately to promote learning									
Exhibits skills in long- and short-range planning									
Uses a variety of questioning strategies									
Comments: (Initial in space provided)									

Intern's Name _____

	Internship I			Internship II Mid-Point			Internship II Final		
	Intern	Cooperating Teacher	University Supervisor	Intern	Cooperating Teacher	University Supervisor	Intern	Cooperating Teacher	University Supervisor
II. Role of Continuous Assessor									
Effectively monitors and reports student progress									
Uses assessment data to improve instruction/learning/ reteaching									
Aligns assessment to local, state, and national standards, research, and best practice									
Employs various assessment strategies to accommodate individual and diverse learners									
Creates and/or uses multiple assessment measures that are authentic to real world situations									
Uses technology to facilitate the collection, presentation, and interpretation of assessment data									
Shows the ability to participate in and/or support action research endeavors occurring in professional development school settings									
Comments: (Initial in space provided)									
IV. Role of Educational Advocate									
Embraces the belief that all students have the right and ability to learn									
Exhibits enthusiasm for the subject matter he/she teaches									
Supports programs that work to promote safe school, home, and community environments									
Supports initiatives to make schools technologically rich environments									
Values the increasingly diverse nature of current and emerging school populations									
Comments: (Initial in space provided)									

Intern's Name _____

	Internship I			Internship II Mid-Point			Internship II Final		
	Intern	Cooperating Teacher	University Supervisor	Intern	Cooperating Teacher	University Supervisor	Intern	Cooperating Teacher	University Supervisor
V. Role of Collaborative Bridge Builder									
Promotes cooperative learning opportunities									
Links subject matter within and across discipline and grade levels									
Builds effective school/home/community partnerships									
Creates powerful learning communities within the classroom and the school									
Treats all students and members of the educational community equitably and respectfully									
Promotes effective prosocial behavior in and among students									
Comments: (Initial in space provided)									
VI. Role of Reflective Decision-Maker									
Views classroom instruction as a continuous set of decision- making opportunities									
Exhibits ability to identify and analyze classroom instructional problems									
Exhibits ability to identify and analyze classroom management problems									
Monitors the effectiveness of one's own instructional practices and decisions									
Strives for continuous self-improvement as measured by learner success data									
Encourages students to engage in thoughtful, productive self-criticism									
Comments: (Initial in space provided)									

Intern's Name _____

Internship I

Please make any narrative comments you feel would aid in the evaluation of this intern's experiences or which more adequately explain the performance rating.

Teacher Intern:

Cooperating Teacher:

University Supervisor:

Once this performance rating is complete, please return form to the University Supervisor at the end of each teaching experience. The University Supervisor will submit the form to the Placement Office where it will be filed, documenting the internship evaluation. The University has the authority to suspend or terminate a teacher intern's experience for unsatisfactory performance at any stage of his/her internship. The University also has the authority and responsibility to place conditions on any suspended intern before he/she can return to a teaching internship.

PURSUANT TO FEDERAL LAW, THE INTERN HAS THE RIGHT TO INSPECT THIS EVALUATION FORM AND THE INFORMATION CONTAINED HEREIN.

Intern's Name _____

Internship II

Please make any narrative comments you feel would aid in the evaluation of this intern's experiences or which more adequately explain the performance rating.

Teacher Intern:

Cooperating Teacher:

University Supervisor:

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