

College of Education  
Office of Clinical and Field Experience  
Initial Certification Programs



# Field Experience Policies and Forms

Fall 2017

College of Education      Initial Certification Programs  
Field Experience Policies  
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## Placement Requirements

### **Fingerprinting**

All candidates must have a formal fingerprinting/background check completed by Maryland Livescan Fingerprinting prior to field experience. A failure to complete the fingerprinting/background check will prohibit candidates from participating in any field experience required through education coursework. Candidates must meet additional application and background check requirements based on their placement county for internships and will be informed of any additional requirements by the OCFE. For example, interns placed in Frederick, Washington, Garrett and Mineral counties are required to have additional fingerprinting/background checks and TB tests prior to placement. Interns who change county placement may require additional fingerprinting/background checks, and should contact the Office of Clinical and Field Experience for direction.

### **Meetings**

Candidates are required to attend all mandated meetings, such as placement meetings, orientation and other events as announced. The Office of Clinical and Field Experience and/or program coordinator will provide meeting dates and times. Failure to attend required meetings may result in a delay in the start or continuation of field experience, as determined by the program coordinator.

### **Pre-practice Contacts**

Candidates are required to make contact with their mentor teacher prior to the start of the induction or field experience. Each program will determine the method and expectations for the contact and will communicate these directions to candidates. Candidates should demonstrate professional dispositions in their pre-practice contact with school officials and mentors.

### **Induction**

All programs require an induction experience in the Fall semester. This experience requires 5 days in the school placement, with at least 1 day before students arrive and the first days of school. Candidates will record and label induction days on the time record form. Candidates should demonstrate professional dispositions (dress, professionalism) during all induction days. Candidates who are unable to complete the required induction must complete an exception request process with the program coordinator and the Office of Clinical and Field Experience. The candidate would likely have to extend their field experience in the event of school closures upon exception approval.

### **Field Experience Requirement**

All programs require a minimum of 100 days in the field, as mandated by the state of Maryland, completed across several field experience placements. Each program will publish an internship schedule. Candidates are to complete the required number of days for each experience and to follow the published start date and end date for each program. Candidates will follow the annual school system calendar for teacher workdays, professional development, holidays and

school closures. Program coordinators and the Office of Clinical and Field Experience reserve the right to adjust the field experience schedule as needed.

## **Field Experience Policies**

### **Professional Development Days**

Professional development days in Internship I will be determined by program. During the Internship II/Practicum II experience, candidates may count **3** professional development days as part of the internship. Each program may designate the use of any or all of these days, such as a program seminar or meeting, interview day, conference attendance, etc.

In order to utilize a professional development day, candidates must provide a written request to both the mentor teacher and university supervisor 48 hours prior to the request date and this request must be approved by both parties. If an intern is scheduled to teach during a requested PD day, the candidate should prepare substitute plans similar to the requirement when their mentor is absent. Following the professional development experience, candidates must provide the mentor and supervisor with tangible evidence from the PD (agenda, handouts, conference program, registration ticket, interview invitation) in order to verify completion of the requested professional development day.

### **Make Up Days**

Any time in which an intern is absent from the classroom for personal reasons during the scheduled days for field experience are to be made up within the semester. Make-up days are completed after the conclusion of the scheduled field experience but may not be completed in lieu of scheduled class meetings or exam times. Interns should complete the Make Up Day Approval Form in this handbook in order to request necessary make up days after the final Internship date. The University Supervisor and the Clinical Coordinator in the Office of Clinical and Field Experience will address any issues with achieving the required number of days on an individual basis.

### **School procedures**

Candidates will follow the same school regulations and fulfill the same duties and responsibilities as teachers. Candidates must request mentor approval to use school materials and should follow all school procedures for duty assignments, copying, laminating, etc. Candidates should plan to provide all consumable materials for their lessons.

Candidates are not to leave the school grounds during the teacher duty day, if students are in the building. If a candidate must leave early, due to illness or an unavoidable circumstance, candidates must have direct approval from the Mentor Teacher. Candidates must also provide notice to the university supervisor and the Office of Clinical and Field Experience, using the same contact procedures as in the case of absence or tardiness (see below).

### **Attendance: Absences/Tardiness/Early Departures**

Candidates will adhere to the same daily schedule and routine as their mentor teacher. Candidates should also plan to attend all meetings and on-site professional development opportunities at their school. All Assistants and Interns are guests in the schools and must follow the appropriate sign-in procedures each day. Falsifying a record is a major violation and can result in termination from the placement and possibly the program. Candidates should arrive and depart the assigned school at the same time that regular members of the teaching staff arrive and depart.

**If absent, tardy or needing to leave early, the intern is to notify the following people by a phone call:**

1. **The Mentor Teacher and Principal /Designee**– Before the start of the school day
2. **The Office of Clinical and Field Experience**– Contact Ms. Arnold at 301-687-3087 before 9:00 a.m.
3. **The University Supervisor** – before 9:00 a.m but ASAP if the Supervisor is scheduled to conduct an observation on that day.

**Candidates are strongly encouraged not to miss days during the field experiences.**

If there are repeated absences, tardiness or early departures, candidates will meet with appropriate university coordinators and school representatives to resolve issues. A candidate may be removed from the internship if absence/tardiness procedures are not followed, for repeated tardiness or for unexcused absences.

In the event that a candidate becomes ill during the school day and must leave the placement prior to the end of the school day, the candidate must have Mentor Teacher consent prior to departure. The university supervisor should be informed at a later date. If substantial time is missed, the candidate must plan to make up a full day at the conclusion of the internship, using the make up day procedures.

### **Substituting**

Internship candidates can provide service to their PDS by serving as a substitute only in emergency, short-term or testing situations, at the principals' discretion. During the formal internship period, candidates who are paid to serve as substitutes may not count that teaching time toward their required internship days. Any paid substitute days must be made up after the conclusion of the internship. Internship candidates are encouraged to pursue substitute positions in their local school districts outside of the internship periods.

### **Professional Dispositions**

One of the critical aspects of success in the field is professional dispositions for teaching. Candidates should act in a professional manner at all times, in both the university classroom and in the school environment during the field experiences. Candidates must arrive and depart the assigned school on time, following the same schedule as the regular members of the teaching staff, and complete a full day of activities related to the instructional program. If not

teaching a class, an intern should be observing the mentor teacher, assisting the mentor teacher as needed, working on development of the curriculum or learning environment, or collaborating with others on professional agendas. Candidates should display professionally acceptable verbal and non-verbal behaviors at all times. Candidates demonstrate a commitment to the internship experience through positive attitudes and respectful interactions with administrators, school staff and personnel, parents, his/her mentor teacher and students. If a candidate's professional dispositions are deemed unacceptable by the principal, mentor or university representatives, the necessary procedures for improvement will be followed. If improvement is not shown, a candidate could be removed from the placement and would fail the field experience.

The assistant/intern, mentor teacher and university supervisor will evaluate professional dispositions and responsibilities during each field experience. The forms and additional information regarding this evaluation are located in this handbook.

### **Dress Code**

During all field experiences, candidates must dress professionally when present at school. Candidates are expected to adhere to district dress code and the program-established dress code, which may exceed the district expectations. Candidates should dress appropriately for their teaching situation, with attire that allows for easy movement, comfort and does not distract from the learning environment. Candidates should be well groomed, with no piercing beyond ears and tattoos covered. Each day is a job interview for an intern, so candidates are strongly encouraged to make a good impression with their appearance every day.

Candidates' attire should reflect a seriousness and commitment to the business of education. Gentleman should wear a shirt/tie or collared shirt and slacks. Ladies' attire could include a blouse and slacks, skirt or dress (knee length or longer). Flat or low-heeled shoes would be appropriate. Flip-flops are not allowed. In general, clothing should not be too casual, too loose/tight or revealing. Casual attire (sweatpants, yoga pants, leggings, etc) would not be appropriate for teaching.

### **Transportation**

Transportation to and from the field experience is the responsibility of each candidate. Field experience instructors and coordinators can assist students in locating other candidates who might be able to provide transportation. Candidates who have access to a car are encouraged to participate in carpools. Candidates who are being transported by peers should be courteous and respectful (timeliness, compensation for gas, etc). Placements close to campus may be requested by those candidates who do not have transportation, but the availability of these placements is not guaranteed.

## **Confidentiality**

Candidates must follow accepted practices for confidentiality of student information, of both a formal and informal nature. Under the Family Educational Rights and Privacy Act (FERPA), schools and teachers are required to protect the privacy rights of students. Candidates may not be allowed to view student records and should protect any information provided to them concerning a student's educational record. Candidates are also obligated to hold information gained through their classroom and school interactions with students in confidence. They should not speak about school matters, including information about students, teachers or administrators, inside or outside of the school environment. Any discussion with parents about student performance and behavior should be confined to formal conference settings. Since sensitive information about students, faculty and staff is part of the school environment, candidates must act with discretion (exercising prudence and self-restraint in speech and behavior) and tact (skill or judgment in difficult or delicate situations).

## **Candidates as Mandated Reporters**

As an educator working in classrooms with students, all assistants and interns are considered **mandatory reporters for child abuse** by the State of Maryland. In order to make a report, proof of abuse or neglect is not required. Incidents are to be reported to a mentor teacher and school administrators as soon as they are suspected. If a candidate suspects a case of child abuse or neglect, he or she should report the evidence to the mentor teacher and university supervisor. The next steps in the reporting process would follow school/district policies for mandatory reports. If a mandatory reporter knowingly fails to report suspected abuse of a child, this person may be subject to professional sanctions by licensing boards or in the case of an assistant/intern, difficulties in obtaining certification. Anyone that makes a "good faith" report is immune from civil liability and criminal penalty.

## **Release for Photos, Videos, and Student Work**

Candidates are encouraged to collect classroom artifacts of their teaching, through photos, videos and student work samples. These materials would be shared in course assignments, class presentations and candidate portfolio development and interviews. While schools and districts typically require parents to provide releases for student images, candidates will also be required during each field experience to gain parent permission to use these types of materials. Only first names of students are used and other identifying information deleted in order to maintain student confidentiality. For each field experience, candidates should send home a copy of the form with each student and must maintain a record of those students for whom a release was or was not provided. The release form is located in this handbook.

## **Social Media**

Candidates must be extremely cautious with social media use when completing field experiences. **Classroom experiences should not be described, nor should pictures from classroom experiences be posted to a candidate's social media accounts or shared with others through personal social media outlets.** Candidates are strongly encouraged to set all social media accounts to "private" during their field experiences, even though individuals should be aware that nothing on the internet is completely private. Candidates should consider



outside audiences, such as students, parents and prospective employers, when posting pictures, making comments and crafting status updates even with protected settings. During field experiences, candidates should not “friend” or communicate with students, mentors or parents on social media. Candidates must also follow the placement district’s policies on social media use.

### **Electronic devices**

Candidates should not use cell phones, tablets or other electronic communication devices during instructional time in the field, unless for a specific instructional purpose (photos, lesson videos, calculator, voice recording, remote, etc). No phone calls, texting or social media communication should occur during the instructional day. Candidates may provide the school’s phone number as a contact in case of an emergency. Issues with inappropriate electronic communication device use will be treated as a professional disposition concern.

### **Campus/Outside Activities**

In order to obtain the most benefit from the professional semester, the candidate should limit all outside activities, including participation in demanding extra-curricular activities. Ideally, candidates would minimize outside employment during the internship semester(s). Employment should not interfere with internship, coursework and other program responsibilities.

## **Performance Evaluation and Concerns Process**

### **Teaching Performance**

For each internship, the Intern Performance Rating Form is use to document the evaluation of teaching performance. The candidate will conduct a self-evaluation of their performance in the domains and relevant competencies. The Mentor Teacher and University Supervisor will also evaluate the intern on these same items and this information is shared with the candidate at a three-way conference. The Mentor and Supervisor’s consensus rating will serve as the Education Council (EC) rating. This form will be used for evaluation at specified points in each field experience and rated on the following scale: Highly Effective-Effective-Developing - Ineffective -Not Observed. Interns with any ratings of ineffective at the conclusion of Internship/Practicum I will follow an improvement process for the next experience. **Interns must receive Developing or better on each item in order to receive a Pass for Internship/Practicum II.** This rating form with the required signatures, along with other required paperwork, is submitted to the Office of Clinical and Field Experiences at the end of each internship. The University Supervisor will also submit the final EC score electronically to Taskstream.

### **Disposition Performance**

A Professional Dispositions and Responsibilities evaluation is required for each field experience. Based on the expectations for candidate behavior in the field, this evaluation is completed by the intern, Mentor Teacher and University Supervisor. The Mentor and Supervisor’s consensus

rating will serve as the Education Council (EC) rating. The completed forms are reviewed at each three-way meeting. Interns with any ratings of ineffective at the conclusion of Internship I/Practicum I will follow an improvement process for the next experience. **Interns must receive Developing or better on each item in order to receive a Pass for Internship II/Practicum II.** A final copy of the form is include with the Field Experience paperwork submitted to the Office of Clinical and Field Experience by the University Supervisor, as well as the final ratings submitted electronically via Taskstream.

### **Teaching and Dispositions Concerns**

Each program uses a specified multi-step process for addressing teaching and dispositions concerns during the field experience. This process is described in the program level handbook.

### **Intern/Mentor Relationship**

The professional relationship between a mentor and intern is a critical aspect of the field experience. The nature of this relationship can have a lasting impact on the intern as he/she transitions toward independence in the classroom and to assuming all the duties and responsibilities as a classroom teacher. This is also a rich experience for the mentor, as he/she guides and inducts a new colleague into the profession. It is important for both parties to realize that it takes time and effort to develop this type of meaningful working relationship. Specific practices and activities can help to establish and maintain this critical connection:

- Take time to get to know each other outside of the daily pressure of the classroom
- Set clear goals and develop a mutual understanding of expectations for everyone
- Keep lines of communication open by planning daily opportunities to talk, listen, reflect, plan and address questions
- Work as a team to share classroom responsibilities and share a focus on student learning
- Adopt a positive attitude, as shown through words and actions
- Be respectful of each other as people and professionals
- Be flexible and open minded when receiving and providing constructive feedback

### **Mentor and Intern Joint Interview:**

During the first days of the field experience, the mentor and intern should set aside a short period of time to learn about each other, outside of the pressures of the school day. In this conversation, each person takes turns shares his/her answer to each question:

- What is your prior teaching experience?
- How does teaching excite and challenge you?
- How would you describe your teaching style?
- What do you hope to learn or gain from the mentor/intern experience this semester?
- How would you describe your life outside of the school/classroom?
- What other things should I know about you?

**Intern Challenges Process (Note: add this section after the policy for Intern Concerns Process pg 8)**

Interns face many challenges during any field experience. Candidates must adapt and adjust to a variety of factors at the classroom and school level with each experience. The relationships with the mentor and supervisor are critical to the intern's success. The goal with any challenge is to identify the issue and work with the involved parties to sufficiently resolve the problem. A removal from the field experience would be a last resort and would involve consultation and consensus between school and university representatives. If an intern is experiencing challenges in working with his/her mentor or supervisor, the intern should take the following steps to reach out for assistance in addressing and resolving these challenges:

1. The intern should attempt to communicate with the person (mentor or supervisor) most closely related to the challenge he/she has personally identified. This communication attempt should be documented by the intern.
2. If a communication attempt is not successful in resolving the challenge with a mentor, the intern should contact his/her University Supervisor to identify the issue and share the communication documentation. If a communication attempt in resolving a challenge with a supervisor is not successful, the intern should contact the Program Coordinator and share the communication documentation.
  - a. In the case of a challenge with a mentor, the supervisor should call a meeting with the mentor and intern in order to mediate a discussion about the challenge. Once the challenge is identified, the group could develop a plan try to resolve the issue. This meeting would be documented and the supervisor would report the results to the Clinical Coordinator in the Office of Clinical and Field Experience. If identified challenge could not be resolved at this group meeting, the University Supervisor should make a recommendation for next steps to the Clinical Coordinator. At this point, the Clinical Coordinator would contact the Program Coordinator and School Principal to inform them about the process. The Principal might also consult the PDS Site Coordinator regarding a recommendation for next steps.
  - b. In the case of a challenge with a supervisor, the Program Coordinator would communicate with the Clinical Coordinator in the Office of Clinical and Field Experience about the challenge. The Clinical Coordinator and the Program Coordinator would meet with the supervisor to attempt to resolve the challenge identified by the intern.

**The University has the authority to suspend or terminate a teacher intern's experience for unsatisfactory teaching performance and/or professional behavior at any stage of the 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.**



# Common Forms

- Make Up Day Approval Form.....
- Release Form.....
- Lesson Plan Format – long.....
- PDS Activities and Experiences Form.....
- Unit Rubric.....
- Intern Performance Rating Form.....
- Professional Dispositions and Responsibilities Evaluation Form.....

**Frostburg State University  
Office of Clinical and Field Experience**

**Make-Up Day Approval**

Candidate : \_\_\_\_\_

School: \_\_\_\_\_

Supervisor: \_\_\_\_\_

FE: \_\_\_\_\_

**1. Days Absent**

**Dates:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**2. Proposed Make Up Dates:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Approved by:**

\_\_\_\_\_  
**Mentor Teacher Signature**

\_\_\_\_\_  
**School Principal/Designee Signature**

\_\_\_\_\_  
**University Supervisor Signature**

**Note: Must be submitted to Supervisor prior to scheduled make up days**

Name: \_\_\_\_\_ School: \_\_\_\_\_

Pro \_\_\_\_\_ Field Experience: \_\_\_\_\_

**Record of Professional Development School Activities/Experiences**

**Directions:** Get signature of person acknowledging your participation/completion and date on space below.

1. Dialogue/Reflect with mentor teacher daily \_\_\_\_\_  
about effective instruction/educational decision-making \_\_\_\_\_
2. Meet with PDS Site Coordinator \_\_\_\_\_  
(minimum of entry and exit meetings)
3. Attend/participate in team/department planning \_\_\_\_\_
4. Attend/participate in all faculty/staff development meetings \_\_\_\_\_
5. Engage in instructional intervention with one or more students \_\_\_\_\_  
(other than regular classwork with students)
6. Create a bulletin board displaying student work \_\_\_\_\_
7. Attend a school-sponsored event \_\_\_\_\_  
(dance, sporting event, fair, PTA meeting)
8. Attend/assist after-school assistance/intervention program \_\_\_\_\_
9. Meet with the following:  
 School counselor \_\_\_\_\_  
 Special educator \_\_\_\_\_  
 Media specialist \_\_\_\_\_  
 Academic support staff \_\_\_\_\_  
 Other \_\_\_\_\_
10. Participate in parent conference \_\_\_\_\_
11. Use student assessment data to plan instruction \_\_\_\_\_
12. Observe a teacher other than your mentor teacher \_\_\_\_\_
13. Request an observation by an administrator \_\_\_\_\_
14. Submit to Site Coordinator data that shows impact on student achievement \_\_\_\_\_
- 15.

**List all workshops and training you attended (school and countywide). Be specific about the topic covered by the workshop. Add date of workshop/training.**

**Local School Workshop/Training**

**County-sponsored Workshop/Training**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Signatures:

Intern:	Intern:
Mentor Teacher:	Mentor Teacher:
PDS Site Coordinator	PDS Site Coordinator
University Supervisor	University Supervisor



## Parent/Guardian Release Form

Intern Name: \_\_\_\_\_  
(please print)

Mentor Teacher: \_\_\_\_\_

Dear Parent or Guardian,

A teacher education intern from Frostburg State University will be working in your student's classroom this semester. During their experience, interns are expected to collect classroom artifacts such as video of students, photos of students, and/or samples of student work.

Videos, photos, and samples of student work are often used as instructional tools and to evaluate an intern's teaching performance. These items may be shared as part of the intern's course work and may appear on bulletin boards, in multimedia presentations, on password-protected websites and in intern portfolios. Only first names of students may be used. No videos, photos, or student work will be used for any purpose not directly related to educational activities.

**Yes**, I give my permission for videos and photos containing my student's image and my student's work samples to be used for educational purposes by a teacher education intern at Frostburg State University.

**No**, you may not use videos, photos, and/or work involving my student.

Student's Name: \_\_\_\_\_  
(please print)

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_



## **GENERAL INFORMATION**

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**Grade/Level:**

**Time Allotment:**

**Subject(s):**

**Topic:**

**Lesson Concept(s):**

**Essential Questions:**

**Prerequisite Skills and or Concepts (Identify the skills and/or concepts students would need to have prior to participating in this lesson):**

**Materials for Students:**

**Teacher Resources:**

## **STANDARDS AND OBJECTIVES/LEARNING OUTCOMES**

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**Lesson Objective(s)/Learning Outcomes: Audience, Behavior, Condition, Degree (ABCD) :**

**Maryland College and Career Ready Standards and/or Content Standards:**

## **ASSESSMENT**

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**How will you evaluate the mastery of the objective (s)/learning outcomes?**

**What tools/methods will you use to assess based on the objective/learning outcome(formative/summative)?**

**How will you differentiate assessments for diverse learners?**

## **PROCEDURES (with attention to UDL)**

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**Introductory Activities (engage):**

**Teaching Activities (explore, explain, elaborate):**

**Closure Activities (evaluate):**

**Differentiated Instruction (meeting the needs of):**

- **Special needs students:**
- **Learning styles:**
- **ELL students:**
- **Gifted/talented learners:**

## **REFLECTION**

---

**What was successful in the lesson? What needs improvement?**

**Were the lesson objective(s) met? How do you know?**

**What are your next steps**

### EPP ASSESSMENT OF UNIT

Candidate: \_\_\_\_\_ Mentor Teacher: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Unit Title: \_\_\_\_\_ Date: \_\_\_\_\_

Standard	Match	Evidence Location within Unit	Ineffective (1)	Developing (2)	Effective (3)	Highly effective (4)	Score			
	UILG									
	INTASC									
	SPA									
<b>Stage 1: Preparation</b>										
Knowledge of the students	<table border="1"> <tr><td>3</td></tr> <tr><td>2</td></tr> <tr><td></td></tr> </table>	3	2		Contextual Statement  Interview	The candidate does not demonstrate knowledge of the major concepts, theories, and/or research related to development of students.	The candidate demonstrates limited knowledge of the major concepts, theories, and research related to development of students.	The candidate demonstrates adequate knowledge of the major concepts, theories, and research related to development of students.	The candidate demonstrates depth of knowledge of the major concepts, theories, and research related to development of students.	
3										
2										
Knowledge of the subject content	<table border="1"> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td></td></tr> </table>	3	4		Unit Overview: Written and oral  Lesson Plans	The candidate does not demonstrate knowledge and understanding of the central concepts, tools of inquiry, and structure of unit content.	The candidate demonstrates limited knowledge and understanding of the central concepts, tools of inquiry, and structure of unit content.	The candidate demonstrates adequate knowledge and understanding of the central concepts, tools of inquiry, and structure of unit content.	The candidate demonstrates depth of knowledge and understanding of the central concepts, tools of inquiry, and structure of unit content.	
3										
4										
Knowledge of curriculum standards	<table border="1"> <tr><td>3</td></tr> <tr><td>7</td></tr> <tr><td></td></tr> </table>	3	7		Unit Overview: written and oral	The candidate does not demonstrate knowledge of MD College & Career Ready Standards and/ or content standards applicable to the unit.	The candidate demonstrates limited knowledge of MD College & Career Ready Standards and/or content standards applicable to the unit.	The candidate demonstrates adequate knowledge of MD College & Career Ready Standards and/or content standards applicable to the unit.	The candidate demonstrates depth of knowledge of MD College & Career Ready Standards and/ or content standards applicable to the unit content.	
3										
7										

<p>Instructional Resources</p>	<table border="1"> <tr><td>3</td></tr> <tr><td>7</td></tr> <tr><td></td></tr> </table>	3	7		<p>Unit Overview: written</p>	<p>The candidate does not select materials/resources which are suitable for the students, supportive of the learning objectives, and engaging to students. Materials are not prepared for instruction. Teacher resources are missing or incomplete.</p>	<p>The candidate selects few appropriate materials/resources which are suitable for the students, supportive of the learning objectives, and are designed to engage students in meaningful learning; Materials are prepared for instruction. Teacher resources are identified.</p>	<p>The candidate selects appropriate materials/resources which are suitable for the students, supportive of the learning objectives, and are designed to engage students in meaningful learning; Materials are prepared for instruction in advanced. Teacher resources are relevant, appropriate and clearly identified with URL or resource cited.</p>	<p>The candidate selects high-quality, appropriate materials/resources which are suitable for the students, supportive of the learning objectives, and are designed to engage students in meaningful learning; Materials are prepared for use by students in advance for instruction. A variety of teacher resources are relevant, appropriate and clearly identified with URL or resource cited.</p>	
3										
7										
<p>Pre-assessment data and analysis</p>	<table border="1"> <tr><td>3</td></tr> <tr><td>8</td></tr> <tr><td></td></tr> </table>	3	8		<p>Pre-assess document</p>	<p>The candidate does not select or develop a pre-assessment tool. The candidate does not analyze data and does not apply the results to the design of instruction.</p>	<p>The candidate selects or develops an inappropriate pre-assessment tool. The candidate provides partial analysis of the data and partially applies the results to the design of instruction.</p>	<p>The candidate is able to select or develop an appropriate pre-assessment tool. The candidate adequately analyzes the data and applies the results to the design of instruction.</p>	<p>The candidate is able to select or develop an effective, appropriate pre-assessment tool. The candidate analyzes the data and applies the interpreted results to the design of instruction.</p>	
3										
8										

<b>Stage 2: Implementation</b>										
Developing learning opportunities: Using knowledge of children and learning theory	<table border="1"> <tr><td>3</td></tr> <tr><td>2</td></tr> <tr><td></td></tr> </table>	3	2		Lesson Plans	The candidate develops learning opportunities that do not demonstrate knowledge about the students, learning theory and best teaching practices.	The candidate develops learning opportunities that demonstrate limited knowledge about the students, learning theory and best teaching practices.	The candidate develops learning opportunities that demonstrate adequate knowledge about the students, learning theory and best teaching practices.	The candidate develops learning opportunities that are innovative, and consistently demonstrates a depth of knowledge about the students, learning theory and best teaching practices.	
3										
2										
Developing learning opportunities: Using knowledge of curriculum and content	<table border="1"> <tr><td>3</td></tr> <tr><td>1</td></tr> <tr><td></td></tr> </table>	3	1		Lesson Plans	The candidate develops learning opportunities that do not demonstrate knowledge about the curriculum and/or content to be taught; the learning opportunities generally are inappropriate for meeting the stated objective(s).	The candidate develops learning opportunities that demonstrate limited knowledge about the curriculum to be taught, content to be taught, and appropriateness for meeting the stated objective(s).	The candidate develops learning opportunities that demonstrate adequate knowledge about the curriculum to be taught, content to be taught, and appropriateness for meeting the stated objective(s).	The candidate develops learning opportunities that consistently demonstrate a depth of knowledge about the curriculum to be taught, content to be taught, and appropriateness for meeting the stated objective(s).	
3										
1										
Developing learning opportunities: Providing support for student learning	<table border="1"> <tr><td>3</td></tr> <tr><td>5</td></tr> <tr><td></td></tr> </table>	3	5		Lesson Plans	The candidate does not develop learning opportunities that are achievable. The learning opportunities do not support student learning.	The candidate develops learning opportunities that are achievable but unsustainable to support student learning.	The candidate develops learning opportunities that are achievable for all students and provide support for student learning.	The candidate develops learning opportunities that are achievable but challenging for all students and provides strong support for student learning.	
3										
5										

Using multiple teaching strategies	<table border="1"> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td> </td></tr> </table>	3	4		Lesson Plans	The candidate uses few teaching strategies or strategies that are not appropriate to age, ability level, and learning style, to the unit content, and to the learning goals.	The candidate uses multiple teaching strategies that are partially appropriate to age, ability level, and learning style, to the unit content, and to the learning goals.	The candidate uses multiple teaching strategies that are adequately appropriate to age, ability level, and learning style, to the unit content, and to the learning goals.	The candidate uses multiple teaching strategies that are consistently appropriate to age, ability level, and learning style, to the unit content, and to the learning goals.	
3										
4										
Encouraging critical thinking, problem-solving, and creativity	<table border="1"> <tr><td>3</td></tr> <tr><td>4</td></tr> <tr><td> </td></tr> </table>	3	4		Lesson Plans	The candidate fails to engage students in critical thinking, problem-solving and creativity.	The candidate minimally engages students in critical thinking, problem-solving and promotes creativity.	The candidate adequately engages students in critical thinking, problem-solving, and promotes creativity.	The candidate consistently engages students in critical thinking, problem-solving and promotes creativity.	
3										
4										
Adapting for diverse students	<table border="1"> <tr><td>3</td></tr> <tr><td>3</td></tr> <tr><td> </td></tr> </table>	3	3		Lesson Plans	The candidate does not develop learning opportunities that differentiate for special needs, learning styles, ELL, gifted/talented and culturally diverse learners based on classroom demographics.	The candidate minimally develops learning opportunities that differentiate for special needs, learning styles, ELL, gifted/talented and culturally diverse learners based on classroom demographics.	The candidate adequately develops learning opportunities that differentiate for special needs, learning styles, ELL, gifted/talented and culturally diverse learners based on classroom demographics.	The candidate consistently develops learning opportunities that differentiate for special needs learning styles, ELL, gifted/talented, and culturally diverse learners based on classroom demographics.	
3										
3										

Using multiple assessments	<table border="1"> <tr><td>3</td></tr> <tr><td>8</td></tr> <tr><td></td></tr> </table>	3	8		Lesson Plans	The candidate does not use a variety of assessments to guide and strengthen instruction. No evidence exists of alignment between standards, objectives, developmental level and assessment.	The candidate rarely uses a variety of assessments to guide and strengthen instruction and evaluate student learning. There is some evidence of alignment between standards, objectives, developmental levels and assessment.	The candidate adequately uses a variety of assessments to guide and strengthen instruction and evaluate student learning. There is evidence of alignment between standards, objectives, developmental levels and assessment.	The candidate consistently uses a variety of assessments to guide and strengthen instruction and to evaluate student learning. There is evidence of complete alignment between standards, objectives, developmental levels and assessment.	
3										
8										
<b>Stage 3: Reflection</b>										
Post assessment data	<table border="1"> <tr><td>3</td></tr> <tr><td>8</td></tr> <tr><td></td></tr> </table>	3	8		Post assess document	The candidate does not analyze the post assessment data and is unable to determine the impact on student learning to make future instructional decisions.	The candidate partially analyzes post assessment data and determines the impact on student learning to make future instructional decisions.	The candidate adequately analyzes post assessment data and determines the impact on student learning to make future instructional decisions.	The candidate completely analyzes post assessment data and determines the impact on student learning to make future instructional decisions.	
3										
8										
Reflection	<table border="1"> <tr><td>3</td></tr> <tr><td>9</td></tr> <tr><td></td></tr> </table>	3	9		Reflection document : Written and oral	The candidate uses the questions suggested to guide reflection but the reflection is superficial and demonstrates lack of understanding.	The candidate uses the questions suggested to guide a limited reflection.	The candidate uses the questions suggested to guide an adequate, thoughtful and logical reflection.	The candidate uses the questions suggested to guide an introspective, comprehensive and logical reflection.	
3										
9										

Score: \_\_\_\_\_ out of possible 56 points Passing score is 39 (70%) with no 'Ineffective' ratings. Candidates may revise work under the supervision of the university supervisor and the mentor teacher in order to receive passing score.

Signatures:

University Supervisor: \_\_\_\_\_ Mentor Teacher: \_\_\_\_\_

Candidate: \_\_\_\_\_ Date: \_\_\_\_\_ Revised January 2016





One University. A World of Experiences.

# INTERN PERFORMANCE RATING FORM

Indicate Internship/Practicum Experience: \_\_\_\_\_

Mid-Point      Final

ELED 494   ELED 495   EDUC 497   HPED 4977   EDUC 391   SCED 496   EDUC 696   EDUC 697   SCED 696   SCED 697

Candidate Name \_\_\_\_\_ Student ID Number \_\_\_\_\_

Major/Specialization \_\_\_\_\_ School \_\_\_\_\_

Mentor \_\_\_\_\_ Grade (Subjects) \_\_\_\_\_

Dates \_\_\_\_\_ Hours of Teaching \_\_\_\_\_ Observation \_\_\_\_\_ Other \_\_\_\_\_ Total hours \_\_\_\_\_

Supervisor \_\_\_\_\_ Dates of Supervisor Observations \_\_\_\_\_

Date of Midpoint Conference \_\_\_\_\_ Date of Final Conference \_\_\_\_\_ **RECOMMENDED FINAL GRADE (PASS/FAIL)** \_\_\_\_\_  
(If applicable)

This performance rating has been mutually agreed upon by (signatures):

\_\_\_\_\_  
Candidate

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Clinical Faculty

**Directions:** Rate the candidate's level of progression on each competency using the scale below. In the final evaluation for Internship II/Practicum II, the candidate must be evaluated as **developing or better on each competency to receive a final grade of Pass**. The midpoint and final evaluations will be finalized collaboratively in a three-way evaluation conference. The candidate will evaluate him/herself on each competency prior to the three-way conference with the mentor teacher and the university supervisor.

### Rating Scale:

- H** – Highly Effective: Candidate performed at a level well beyond that expected of a preservice candidate; reflective of exceptional strengths only
- E** – Effective: Candidate performed commendably; reflective of successful efforts
- D** – Developing: Candidate performed adequately and shows progress toward mastery; reflective of acceptable efforts
- I** – Ineffective: Candidate performed at a level less than developing level during practicum experience; reflective of the need to strengthen and/or develop competency to pass the practicum experience
- NO** – Not Observed: Candidate performed at a level insufficient for appropriate judgment

### Evaluators:

**EC** – Evaluation Council includes the consensus of the Mentor's rating (**M**) and Supervisor's rating (**S**), with a separate column for the intern/practicum student's self-assessment (**I/P**)

**Domain 1: Designing Coherent Instruction**

The teacher candidate designs and organizes instruction and assessment procedures for all students based upon a thorough knowledge of subject matter, pedagogy, and students.

Competency	Standard	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs Final	I/P Final	M/S EC Final
	INTASC										
	Institutional Learning Goal										
	SPA										
Knowledge of Students	1	Intern demonstrates a lack of knowledge regarding major concepts, theories and research related to the development of students.	Intern demonstrates partial knowledge of the major concepts, theories and research related to the development of students.	Intern demonstrates adequate knowledge of the major concepts, theories and research related to the development of students.	Intern demonstrates comprehensive knowledge of the major concepts, theories and research related to the development of students.						
	3										
Content knowledge	4	Intern demonstrates lack of knowledge and understanding of central concepts, tools of inquiry and the ability to implement content.	Intern demonstrates partial knowledge and understanding of central concepts, tools of inquiry and the ability to implement content.	Intern demonstrates adequate knowledge and understanding of central concepts, tools of inquiry and the ability to implement content.	Intern demonstrates comprehensive knowledge and understanding of central concepts, tools of inquiry and the ability to implement content.						
	3										
Knowledge of Curriculum and Objectives	7	Intern demonstrates lack of knowledge of Maryland College and Career Ready Standards and/or content standards; Standards are not aligned to objectives/learning outcomes.	Intern demonstrates partial knowledge of Maryland College and Career Ready Standards and/or content standards; Standards are partially aligned to objectives/learning outcomes.	Intern demonstrates adequate knowledge of Maryland College and Career Ready Standards and/or content standards; Standards are adequately aligned to objectives/learning outcomes.	Intern demonstrates comprehensive knowledge of Maryland College and Career Ready Standards and/or content standards; Standards are fully aligned to objectives/learning outcomes.						
	3										
Prerequisite skills and concepts	5	Intern demonstrates a lack of knowledge of prerequisite skills and concepts relevant to instructional planning.	Intern demonstrates partial knowledge of prerequisite skills and concepts relevant to instructional planning.	Intern demonstrates adequate knowledge of prerequisite skills and concepts relevant to instructional planning.	Intern demonstrates comprehensive knowledge of prerequisite skills and concepts relevant to instructional planning.						
	3										

Competency	Standard	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs Final	I/P Final	M/S EC Final
	INTASC										
	Institutional Learning Goal										
	SPA										
Assessment	6	Intern lacks the ability to align assessments to standards, objectives/learning outcomes, developmental levels and instruction; measures fail to monitor student learning during instruction.	Intern partially demonstrates the ability to align varied assessments to standards, objectives/learning outcomes, developmental levels and instruction; these measures partially monitor student learning during instruction.	Intern adequately demonstrates the ability to align varied assessments to standards, objectives/learning outcomes, developmental levels and instruction; these measures monitor student learning at multiple points throughout instruction.	Intern demonstrates the ability to align multiple and varied assessments to standards, objectives/learning outcomes, developmental levels and instruction; these measures monitor student learning at multiple points throughout instruction and utilize pre- and post- assessment analysis.						
	3										
Instructional strategies	8	Intern demonstrates the inability to develop multiple teaching strategies that reflect a wide range of pedagogical approaches to the discipline(s).	Intern partially demonstrates the ability to develop multiple teaching strategies that reflect a wide range of pedagogical approaches to the discipline(s).	Intern adequately demonstrates the ability to develop multiple teaching strategies that reflect a wide range of pedagogical approaches to the discipline(s).	Intern demonstrates the ability to develop varied and multiple teaching strategies that reflect a wide range of pedagogical approaches to the discipline(s).						
	3	Intern lacks the ability to align teaching strategies to standards, objectives, developmental levels and assessment.	Intern partially aligns multiple teaching strategies to standards, objectives, developmental levels and assessment.	Intern aligns multiple teaching strategies to standards, objectives, developmental levels and assessment.	Intern fully aligns varied and multiple teaching strategies to standards, objectives, developmental levels and assessment.						
		Intern lacks the ability to engage students in promoting critical thinking and problem-solving, and creativity.	Intern partially engages students in critical thinking and problem-solving, and creativity.	Intern engages students in promoting critical thinking and problem-solving, and creativity.	Intern fully engages students in promoting critical thinking and problem-solving, and creativity.						

Competency	Standard	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs. Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs Final	I/P Final	M/S EC Final
	INTASC										
	Institutional Learning Goal										
	SPA										
Differentiated instruction	2	Intern does not develop learning opportunities that differentiate for special needs, learning styles, ELL, gifted and talented, and culturally diverse learners.	Intern partially develops learning opportunities that differentiate for special needs, learning styles, ELL, gifted and talented, and culturally diverse learners.	Intern adequately develops learning opportunities that differentiate for special needs, learning styles, ELL, gifted and talented, and culturally diverse learners.	Intern develops multiple learning opportunities that effectively differentiate for special needs, learning styles, ELL, gifted and talented, and culturally diverse learners.						
	5										
Selection of curriculum materials and resources	7	Intern selects inappropriate materials/resources suitable for the students, supporting the learning objectives, and designed to engage students in meaningful learning; Materials are not prepared for instruction in advance.	Intern selects materials/resources partially suitable for the students, supporting the learning objectives, and designed to engage students in meaningful learning; Materials are prepared for instruction in advance.	Intern selects appropriate materials/resources suitable for the students, supporting the learning objectives, and designed to engage students in meaningful learning; Materials are prepared for instruction in advance.	Intern selects highly effective materials/resources suitable for the students, supporting the learning objectives, and designed to engage students in meaningful learning; Materials are prepared and well-organized for instruction in advance.						
	3										
Long- and short-range planning	7	Planning lacks organization and is poorly sequenced to impact student learning; planning lacks relationships among concepts within and across disciplines.	Planning is partially organized and sequenced to impact student learning; planning partially shows relationships among concepts within and across disciplines.	Planning is adequately organized and sequenced to impact student learning; planning shows relationships among concepts within and across disciplines.	Planning is well-organized and sequenced to maximize student learning; planning shows a comprehensive understanding of the relationships among concepts within and across disciplines.						
	3										

Comments/Recommendations:

**Domain 2: Creating a Powerful Learning Environment**

The teacher candidate uses appropriate, effective classroom practices, procedures, and pedagogies to create and manage a productive learning environment.

Competency	Standard	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs. Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs. Final	I/P Final	M/S EC Final
	INTASC										
	Institutional Learning Goals										
	SPA										
Communication of student expectations	3	Intern does not communicate high expectations for student achievement and does not provide equitable opportunities for all students to learn and be successful.	Intern inconsistently communicates high expectations for student achievement and inconsistently provides equitable opportunities for all students to learn and be successful.	Intern communicates high expectations for student achievement and adequately provides equitable opportunities for all students to learn and be successful.	Intern constantly and consistently communicates high expectations for student achievement and adequately provides equitable opportunities for all students to learn and be successful.						
	3										
Classroom climate	3	Intern does not promote positive social interactions with students and among peers.	Intern inconsistently promotes positive social interactions with students and among peers.	Intern promotes positive social interactions with students and among peers.	Intern promotes and models positive social interactions with students and among peers.						
	3										
Enthusiasm for teaching and learning	3	Intern does not convey enthusiasm for the subject matter and does not promote active engagement to influence student participation.	Intern inconsistently conveys enthusiasm for the subject matter and inconsistently promotes active engagement to influence student participation.	Intern conveys enthusiasm for the subject matter and promotes active engagement to influence student participation.	Intern consistently and constantly conveys enthusiasm for the subject matter and promotes active engagement to highly motivate students to participate.						
	3										
Managing behavior	3	Intern does not respond to student behavior in a consistent, appropriate and/or respectful manner.	Intern inconsistently responds to student behavior in an appropriate and respectful manner.	Intern responds to student behavior in an appropriate and respectful manner.	Intern proactively and consistently responds to student behavior in an appropriate and respectful manner and shows sensitivity to student needs.						
	3										

Competency	Standard	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs. Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs Final	I/P Final	M/S EC Final
	INTASC										
	Institutional Learning Goal SPA										
Maintaining classroom procedures	3	Intern does not maintain established routines and/or use problem-solving strategies to promote efficient, productive, safe, and equally accessible learning environment.	Intern inconsistently maintains established routines and inconsistently uses problem-solving strategies to promote efficient, productive, safe, and accessible learning environment.	Intern maintains established routines and uses problem-solving strategies to promote efficient, productive, safe, and an equally accessible learning environment.	Intern constantly and consistently maintains established routines and proactively uses problem-solving strategies to promote efficient, productive, safe, and an equally accessible learning environment.						
	3										

Comments/Recommendations:

**Domain 3: Implementing Effective Teaching for High Quality Learning**

The teacher candidate demonstrates strong communication skills, employs effective teaching strategies and methodologies, integrates technology into instruction, and uses a variety of assessment measures to impact student learning.

Competency	Standard	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs. Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs. Final	I/P Final	M/S EC Final
	INTASC										
	Institutional Learning Goals										
	SPA										
Communication	8	Intern uses inappropriate oral and written communication; direction/procedures are not clearly presented and appropriate for the students.	Intern inconsistently uses appropriate oral and written communication; direction/procedures are inconsistently presented in a clear and appropriate way for the students.	Intern uses appropriate oral and written communication; direction/procedures are clearly presented and appropriate for the students.	Intern consistently models and promotes appropriate oral and written communication; direction/procedures are well developed, clearly presented, and appropriate for all students.						
	2										
Active learning	8	Activities and assignments are inappropriate for students; students are not engaged in exploration of the content or skills.	Activities and assignments are inconsistently appropriate for students; few students are engaged in exploration of the content or skills.	Activities and assignments are appropriate for students; most students are engaged in exploration of the content or skills.	Activities and assignments are appropriate for all students; all students are fully engaged in exploration of the content or skills.						
	3										
Instructional decisions based on assessment results	6	Intern does not demonstrate flexibility and responsiveness in order to make adjustments to instruction based on informal, formal, formative and summative assessment results.	Intern inconsistently demonstrates flexibility and responsiveness in order to make adjustments to instruction based on informal, formal, formative and summative assessment results.	Intern demonstrates flexibility and responsiveness in order to make adjustments to instruction based on informal, formal, formative and summative assessment results.	Intern constantly demonstrates flexibility and responsiveness in order to make adjustments to instruction based on informal, formal, formative and summative assessment results and demonstrates the use of assessment results to adjust instruction.						
	3										

Instructional strategies	8	Intern does not use teaching strategies that are appropriate to age, ability level and learning styles. Questions reflect the lower levels of Bloom's taxonomy and do not stimulate critical thinking, problem-solving and active inquiry for all learners.	Intern uses teaching strategies that are inconsistently appropriate to age, ability level and learning styles. Questions reflect the different levels of Bloom's taxonomy and inconsistently stimulate critical thinking, problem-solving and active inquiry for all learners.	Intern uses multiple teaching strategies that are adequately appropriate to age, ability levels and learning styles. Questions reflect the different levels of Bloom's taxonomy and stimulate critical thinking, problem-solving and active inquiry for all learners.	Intern consistently uses varied and multiple teaching strategies that are appropriate to age, ability levels and learning styles. Questions reflect the use of mostly the highest levels of Bloom's taxonomy and stimulate critical thinking, problem-solving and active inquiry for all learners.						
	3										
Differentiated instruction	2	Intern fails to demonstrate learning opportunities that differentiate for special needs, learning styles, ELL, gifted and talented, and culturally diverse learners.	Intern inconsistently demonstrates learning opportunities that differentiate for special needs, learning styles, ELL, gifted and talented, and culturally diverse learners.	Intern adequately demonstrates learning opportunities that differentiate for special needs, learning styles, ELL, gifted and talented, and culturally diverse learners.	Intern consistently and constantly demonstrates learning opportunities that differentiate for special needs, learning styles, ELL, gifted and talented, and culturally diverse learners.						
	5										
Technology in instruction	8	Intern does not use technology skills to promote learning and monitor student progress. Intern does not use technology to collect, analyze, and report data.	Intern inconsistently utilizes technology skills to promote learning and monitor student progress. Intern partially uses technology to collect, analyze, and report data.	Intern utilizes technology skills to promote learning and monitor student progress. Intern uses technology to collect, analyze, and report data.	Intern consistently utilizes technology skills to model learning and monitor student progress. Intern uses a variety of technology to collect, analyze, and report data and implements changes based on the results.						
	3										

Comments/Recommendations:



**Domain 4: Assuming Professional Responsibilities**

The teacher candidate engages in professional development, demonstrates ethical conduct in working with all constituencies (students, colleagues, parents/guardians, and community members), and reflects upon instruction and student learning to assess teaching effectiveness.

Competency	Standard	Ineffective 1	Developing 2	Effective 3	Highly Effective 4	Not Obs. Mid Point	I/P Mid Point	M/S EC Mid Point	Not Obs. Final	I/P Final	M/S EC Final
	INTASC										
	Institutional Learning Goal										
	SPA										
Reflection on one's own practice	9	Intern does not self-evaluate and act upon reasonable critical evaluation to improve instruction.	Intern inconsistently uses self-evaluation and irregularly acts upon reasonable critical evaluation to improve instruction.	Intern continuously uses self-evaluation and acts upon reasonable critical evaluation to improve instruction.	Intern continuously uses self-evaluation and seeks out reasonable critical evaluation to improve instruction; searches for additional resources to improve instruction.						
	3										
Accepting responsibility	9	Intern does not accept responsibility for own actions relative to students and learning community and does not seek solutions to problems.	Intern inconsistently accepts responsibility for own actions relative to students and learning community and to some extent seeks solutions to problems.	Intern accepts responsibility for own actions relative to students and learning community and seeks solutions to problems.	Intern consistently and constantly accepts responsibility for own actions relative to students and learning community and demonstrates application of problem-solving skills.						
	4										
Partnerships	10	Intern does not establish a partnership with school, home, or community.	Intern inconsistently establishes a partnership with school, home, or community.	Intern establishes a productive partnership with school, home, or community.	Intern continuously establishes and promotes a productive partnership with school, home, or community.						
	4										
Professional development	9	Intern does not pursue opportunities to grow professionally.	Intern participates in professional activities when provided but doesn't actively seek out opportunities to grow.	Intern actively seeks out and pursues opportunities to grow professionally.	Intern actively seeks out and pursues opportunities to grow professionally and demonstrates application of knowledge and skills obtained.						
	3										

Comments/Recommendations:

## PROFESSIONAL DISPOSITIONS AND RESPONSIBILITIES RATING FORM

Candidate Name \_\_\_\_\_ Date of Assessment \_\_\_\_\_ Field Experience: **Internship I** **Internship II**

Evaluation Period: Mid-point Final

**Dispositions** are defined as those professional attitudes, values, and beliefs expected of an education professional.

**Responsibilities** are defined as obligations and duties required of an education professional.

Professional Dispositions – Candidates are expected to:	<u>INTASC</u>	Ineffective	Developing	Effective	Intern Mid Point	M/S EC Mid Point	Intern Final	M/S EC Final
Show sensitivity to and respect differences of all individuals	<u>2,3</u>	Candidate behaves in a manner that is narrow- or close-minded toward diverse perspectives.	Candidate usually models respect for all people and treats others with courtesy; candidate occasionally participates in efforts to advocate for consideration of diverse perspectives.	Candidate consistently models respect for all people and treats others with courtesy and open-mindedness; candidate seeks or leads efforts to advocate for inclusion and consideration of diverse perspectives.				
Demonstrate commitment to reflection, self-assessment of one's practice, and responsibility for one's own actions	<u>9</u>	Candidate does not provide any substantive suggestions for positive self-improvement and fails to see the need for positive changes; candidate assigns blame to others for negative results or takes no responsibility for emotional reactions.	Candidate usually evaluates own performances with a critical lens, generates partial improvements or revisions, and applies them to future performances; candidate generally accepts responsibility for his/her own actions and emotions.	Candidate consistently evaluates own performances with a critical lens, generates potential improvements or revisions, and applies them to future performances; candidate accepts responsibility for his/her own actions and emotions.				
Accept and act upon reasonable critical evaluation	<u>9</u>	Candidate rejects suggestions from others directly or fails to act on suggestions.	Candidate is open-minded and positive when receiving feedback from others; candidate demonstrates the ability	Candidate actively seeks information and perspectives from others to evaluate own performance,				

			to act on suggestions.	demonstrates in-depth analysis and synthesis of viewpoints, and incorporates them into future performances.				
Demonstrate flexibility	<u>7</u>	Candidate is rigid and cannot adapt to changing Circumstances.	Candidate usually demonstrates ability to act spontaneously and adapt according to circumstances for the good/benefit of the classroom practice.	Candidate consistently demonstrates ability to act spontaneously and adapt according to circumstances for the good/benefit of the practice; candidate demonstrates ability to think outside the box when seeking alternative actions.				
Establish positive professional relationships	<u>10</u>	Candidate is disrespectful in interactions with peers, colleagues, parents, students, or authority figures; candidate disregards or rejects diverse perspectives.	Candidate usually displays appropriate and courteous professional interactions with and gains respect from peers, colleagues, parents, students, or authority figures; candidate communicates respect and understanding of diverse perspectives.	Candidate consistently displays appropriate and courteous professional interactions with and gains respect and trust from peers, colleagues, parents, students, or authority figures; candidate communicates respect and understanding of diverse perspectives and listens to and shows interest in the ideas and opinions of others.				
Treat all individuals fairly and equally	<u>5, 10</u>	Candidate does not display either equitable or respectful behavior and/or attitudes within the professional community; candidate demonstrates the belief	Candidate generally displays an equitable and respectful behavior and attitudes within the professional community; candidate generally demonstrates the belief	Candidate consistently displays positive, equitable and respectful behavior and attitudes within the professional community; candidate consistently				

		that not all individuals can achieve at high levels.	that all individuals can achieve at high levels.	demonstrates the belief that all individuals can achieve at high levels.				
Value and promote critical thinking	<u>1, 2, 5</u>	Candidate displays little or no desire or skill in analyzing, assessing, or reconstructing his/her thinking about any subject, content, or problem and much of his/her thinking is biased, distorted, partial, uninformed, or prejudiced; candidate does not attempt to incorporate critical thinking skills in professional practice.	Candidate models a mode of thinking in which he/she usually analyzes, assesses, and reconstructs his/her thinking about any subject, content, or problem; candidate occasionally incorporates critical thinking skills in professional practice.	Candidate consistently models a self-monitored and self-corrective mode of thinking about any subject, content, or problem, in which he/she improves the quality of his/her thinking by skillfully analyzing, assessing, and reconstructing it; candidate consistently incorporates the habit and skill of critical thinking in professional practice.				
Demonstrate enthusiasm about and commitment to the profession	<u>9</u>	Candidate displays little or no interest or excitement about his/her profession; candidate lacks commitment to performing his/her professional responsibilities.	Candidate models interest and eagerness about his/her profession; candidate is dedicated to performing his/her professional responsibilities.	Candidate consistently models a passionate interest in his/her professional practice; candidate is highly dedicated and eager to perform at high levels in professional practice.				
Demonstrate commitment to professional development	<u>9</u>	Candidate fails to seek out new research and practices that advance his/her professional competence.	Candidate seeks out new research and practices that advance his/her professional competence and intellectual vitality as a continuous learner.	Candidate takes a leadership role in seeking out new research and practices that advance his/her professional competence and intellectual vitality as a continuous learner.				
Work collaboratively with others,	<u>10</u>	Candidate does not consistently interact with others in ways that	Candidate interacts with other in ways that communicate respect;	Candidate consistently interacts with others in ways that communicate				

e.g., students, teachers, parents, administrators, and peers		communicate respect; candidate repeatedly waits for others to take the lead or hinders progress and only considers personal perspectives.	candidate engages with others on a limited scale, with attention to some stakeholder perspectives.	respect; candidate engages in open dialogue and effective action to accomplish goals as part of a larger group and considers perspectives from all stakeholders.				
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<b>Professional Responsibilities:</b> <i>Candidates Must:</i>	<u>INTASC</u>	<b>Ineffective</b>	<b>Effective</b>	<b>Intern Mid Point</b>	<b>M/S EC Mid Point</b>	<b>Intern Final</b>	<b>M/S EC Final</b>
Dress appropriately for one's professional contexts	<u>9</u>	Candidate's choice of dress indicates that the candidate needs to be more mindful of expectations regarding professional appearance and places personal expression before professionalism.	Candidate's choice of dress shows good professional judgment, reflects a balance between personal expression and professionalism, and indicates a high level of self-respect and respect to others.				
Use appropriate communication skills (use standard English)	<u>9</u>	Candidate seldom uses proper English when speaking or writing; language contains errors of grammar or syntax, may be inappropriate, vague, or used incorrectly.	Candidate consistently uses proper English when speaking or writing; language is expressive with vocabulary that is appropriate to the students' ages and interests.				
Be punctual for all responsibilities and duties	<u>9</u>	Candidate does not consistently arrive to class, appointments, meetings at the time designated; changes in schedule/absences are not reported in a timely manner. Candidate does not consistently demonstrate sound time management and misses deadlines.	Candidate arrives to class, appointments, meetings prepared at the time designated; necessary changes in schedule/absences are reported prior to scheduled obligation. Candidate's actions reflect sound time management, in meeting deadlines.				
Respect the privacy of individuals and the confidentiality of information	<u>9</u>	Candidate does not maintain confidentiality of records; candidate does not respect confidentiality of professional correspondence or conversations.	Candidate maintains confidentiality of P-12 student records and of professional correspondence and conversations; candidate does not tolerate gossiping or abuses of confidentiality by others.				

Behave with professional integrity	<u>9</u>	Candidate does not consistently honor the needs and best interests of students, the work setting, or the profession.	Candidate consistently and appropriately honors the needs and best interests of students, the work setting, and the profession including a pattern of professional behavior such as academic honesty and separation of personal and professional domains.				
Assume all responsibilities considered to be an integral part of the professional's duties	<u>9</u>	Candidate is not accountable for satisfactorily fulfilling all professional duties; candidates does not actively participate in school activities beyond the requirements of the regular school day.	Candidate always takes his/her role very seriously and satisfactorily fulfills all professional duties; candidate actively participates in school activities beyond the requirements of the regular school day.				

**Comments:**

**Signatures:** \_\_\_\_\_ (Intern) \_\_\_\_\_ (Mentor) \_\_\_\_\_ (Supervisor)

**Date:** \_\_\_\_\_

EC – Evaluation Council includes the consensus of the Mentor’s rating (M) and Supervisor’s rating (S), with a separate column for the intern’s self-assessment

