

**The George Washington University
Graduate School of Education and Human Development
2134 G. Street, NW
Washington, D.C. 20052**

2009/2010 Internship Assessment
Based on PRAXIS III® framework

Teacher Intern:	Placement 1	Placement 2
Cooperating Teacher(s)		
University Supervisor		
School System		
School		
Grades		
Content Field (Major)		
Internship Subject(s)		
Dates of Internship		

Information on this form should be completed jointly. Submit only one copy to OLE

DELTA & MODEL INTERNSHIP AND SUPERVISION GUIDELINES

Placement 1: Report completed by: ___ Cooperating Teacher ___ University Supervisor ___ Intern

Date:

Placement 2: Report completed by: ___ Cooperating Teacher ___ University Supervisor ___ Intern

Date:

(For the mid-point Progress Report: The categories on this mid-point rating sheet are designed to generate discussion of the intern's performance, progress, and needs for improvement. Be descriptive but specific in what you have observed. The checklist in the left hand column is designed to give the intern a general indication of areas in which he/she is progressing as well as areas which need additional effort.)

(For the Final Evaluation Report: Complete the checklist on the right to indicate a summative assessment of the intern's performance at the end of the internship experience.

A. Organizing Content Knowledge for Student Learning

Progress Report	A1: Becoming familiar with relevant aspects of students' background knowledge and experiences	Final Evaluation
_____	3 The intern demonstrates a comprehensive understanding of why it is important to become familiar with students' background experiences, describes several procedures used to obtain this information, and demonstrates a clear understanding of students' background knowledge and experiences	_____
_____	2 The intern demonstrates some understanding of why it is important to become familiar with students' background experiences, describes one procedure used to obtain this information, and has some familiarity with the background knowledge and experiences of students in the class.	_____
_____	1 The intern demonstrates a lack of understanding of why it is important to become familiar with students' background experiences, does not know how to find this information, and lacks familiarity with students' background experiences.	_____

Comments

Progress Report:

Final Evaluation:

Progress Report	A2: Articulating clear learning goals for the lesson that are appropriate to the students	Final Evaluation
_____	3 The intern articulates clear learning goals and provides a well-thought-out explanation of why they are appropriate for the students OR the intern articulates clear learning goals that are appropriate to the students and are <u>differentiated for groups or individual students in the class.</u>	_____
	2 The intern articulates clear learning goals that are appropriate for the students.	
	1 The intern does not articulate clear learning goals OR has chosen goals that are <u>inappropriate</u> for the students.	

Comments

Progress Report:

Final Evaluation:

Progress Report	A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future	Final Evaluation
_____	3 The intern accurately explains how the content of this lesson relates to the content of previous or future lessons and how it fits within the structure of the discipline.	_____
	2 The intern accurately explains how the content of this lesson relates to the content of previous or future lessons.	
	1 The intern does not explain how the content of this lesson relates to the content of previous or future lessons OR the explanation given is illogical or inaccurate.	

Comments

Progress Report:

Final Evaluation:

Progress Report	A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson	Final Evaluation
_____	3 The intern chooses methods, activities, and materials that are aligned with the goals of the lesson, that are appropriate to the students in general and that allow a differentiated learning experience for individuals or groups of students OR the teacher provides a sound explanation of why the single teaching method or learning activity in the lesson is appropriate for all students.	_____
	2 The intern chooses methods, activities, and materials that are aligned with the goals of the lesson and that are appropriate to the students in general.	
	1 The intern chooses methods, activities, or materials that are unrelated to the goals of the lesson OR the methods, activities, or materials are clearly not appropriate to the students.	

Comments

Progress Report:

Final Evaluation:

Progress Report	A5: Creating or selecting evaluation strategies that are appropriate for the students that are aligned with the goals of the lesson	Final Evaluation
_____	3 The intern has a plan for systematically evaluating student learning that is aligned with the goals of the lesson and appropriate to the students and can describe how he or she will use the results of the evaluation in planning future instruction.	_____
	2 The intern has a plan for systematically evaluating student learning that is aligned with the goals of the lesson and appropriate to the students.	
	1 The intern has not provided for systemically evaluating student learning OR the evaluation planned is clearly inappropriate either to the goals of the lesson or to the students.	

Comments

Progress Report:

Final Evaluation:

B. Creating an Environment for Student Learning

Progress Report	B1: Creating a climate that promotes fairness	Final Evaluation
_____	3 The intern is fair in the treatment of students and actively encourages fairness among students.	_____
	2 The intern is fair in the treatment of students and does not accept obviously unfair behavior among students.	
	1 The intern is unfair in the treatment of students and/or tolerates obviously unfair behavior among students.	

Comments

Progress Report:

Final Evaluation:

Progress Report	B2: Establishing and maintaining rapport with students	Final Evaluation
_____	3 The intern successfully establishes rapport in ways that are appropriate to students' diverse backgrounds and needs.	_____
	2 The intern establishes a basic level of rapport with the students.	
	1 The intern does not attempt to establish rapport with students OR the intern's attempts are inappropriate.	

Comments

Progress Report:

Final Evaluation:

Progress Report	B3: Communicating challenging learning expectations to each student	Final Evaluation
_____	3 The intern actively encourages students to meet challenging learning expectations.	_____
	2 The intern does nothing to communicate to any student that he or she is incapable of meeting learning expectations.	
	1 The intern communicates explicitly or implicitly to individuals, to groups within the class, or to the class as a whole that they are incapable of learning or that the intern's expectations for their learning are very low.	

Comments

Progress Report:

Final Evaluation:

Progress Report	B4: Establishing and maintaining consistent standards of classroom behavior	Final Evaluation
_____	3 The intern responds to minor misbehavior consistently and with reasonable success, in ways that demonstrate respect for students OR student behavior during the lesson is consistently appropriate.	_____
	2 The intern makes appropriate attempts to respond to disruptive behavior in ways that demonstrate respect for the students OR there is no disruptive behavior during the lesson.	
	1 The intern makes no attempt to respond to disruptive behavior OR the teacher's response to disruptive behavior does not demonstrate respect for the students.	

Comments

Progress Report:

Final Evaluation:

Progress Report	B5: Exhibits dispositions or habits of mind that positively influence student learning	Final Evaluation
_____	3 The intern always exhibits dispositions that positively influence student learning including both cognitive and affective attributes that filter her/his knowledge, skills, and beliefs and impact the action she/he takes in the classroom or professional setting.	_____
	2 The intern exhibits dispositions including both cognitive and affective attributes that are appropriate in the classroom or professional setting.	
	1 The intern exhibits dispositions that negatively influence student learning including both cognitive and affective attributes that filter her/his knowledge, skills, and beliefs and impact the action she/he takes in the classroom or professional setting.	

Comments

Progress Report:

Final Evaluation:

Progress Report	B6: Making the physical and emotional environment as safe and conducive to learning as possible	Final Evaluation
_____	3 The intern uses the physical environment as a resource to facilitate learning. Provisions are made to accommodate all students, including those with special needs. If the intern does not control the physical environment, he or she effectively adjusts the activities to the existing physical environment.	_____
	2 The intern creates a physical environment that is safe and does not interfere with learning.	
	1 The intern allows the physical environment to be unsafe OR allows it to interfere with learning.	

Comments:

Progress Report:

Final Evaluation:

C. Teaching for Student Learning

Progress Report	C1: Making learning goals and instructional procedures clear to students	Final Evaluation
_____	3 The students seem to understand the learning goals fully. The intern ensures that all students, including those who may initially have trouble, understand and can carry out the instructional procedures for the lesson.	_____
_____	2 The students receive accurate information about the learning goals. The intern provides the students with clear, accurate information about the instructional procedures for the lesson, and most of the students seem to understand.	
_____	1 The intern provides the students with no information, confusing information, or inaccurate information about the learning goals or the instructional procedures for the lesson.	

Comments

Progress Report:

Final Evaluation:

Progress Report	C2: Making content comprehensible to students	Final Evaluation
_____	3 The content is accurate and appears to be comprehensible to the students. The lesson as a whole has a logical and coherent structure.	_____
_____	2 The content is accurate and appears to be comprehensible to the students.	
_____	1 The content appears to be incomprehensible to the students OR the lesson contains substantive inaccuracies.	

Comments

Progress Report:

Final Evaluation:

Progress Report	C3: Encouraging students to extend their thinking	Final Evaluation
_____	3 The intern uses activities or strategies that are specifically designed to actively encourage students to think independently, creatively, or critically about the content being taught.	_____
	2 The intern encourages students to think independently, creatively, or critically in the context of the content being studies.	
	1 The intern discourages students from thinking independently, creatively, or critically.	

Comments

Progress Report:

Final Evaluation:

Progress Report	C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands	Final Evaluation
_____	3 The intern monitors individual students' or groups of students' understanding of the content and makes appropriate instructional adjustments if necessary. If appropriate, students receive substantive and specific feedback.	_____
	2 The intern monitors the students' understanding of the content. The students receive feedback as necessary.	
	1 The intern makes no attempt to determine whether students are understanding and gives them no feedback.	

Comments

Progress Report:

Final Evaluation:

Progress Report	C5: Using instructional time effectively	Final Evaluation
_____	3 The intern provides students with activities of instructional value for the entire instructional time and paces them appropriately. Any necessary non-instructional procedures are performed efficiently.	_____
_____	2 The pacing of the lesson is appropriate for most students. Non-instructional procedural matters do not occupy an excessive amount of time.	_____
_____	1 Substantial amounts of instructional time are spent on activities of little instructional value OR the pacing of the lesson is inappropriate to the content and/or the students.	_____

Comments

Progress Report:

Final Evaluation:

D. Teacher Professionalism

Progress Report	D1: Reflecting on the extent to which the learning goals were met	Final Evaluation
_____	3 The intern accurately describes the strengths and weaknesses of the lesson in relation to the learning goals, supports his or her judgments with specific evidence from the lesson and describes how he or she could use the experience from this lesson in future instruction.	_____
_____	2 The intern accurately describes the strengths and weaknesses of the lesson in relation to the learning goals and describes in general terms how he or she could use the experience from this lesson in future instruction.	_____
_____	1 The intern cannot accurately identify strengths and weaknesses of the lesson in relation to the learning goals.	_____

Comments

Progress Report:

Final Evaluation:

Progress Report	D2: Demonstrating a sense of efficacy	Final Evaluation
_____	3 The intern suggests specific, practical actions that he or she intends to take to help specific students who are not meeting the learning goals.	_____
	2 The intern attempts to find ways to help specific students who are not meeting the learning goals, but cannot suggest any specific, practical actions that he or she has not already tried.	
	1 The intern makes no attempt to find ways to help students who are not meeting the learning goals.	

Comments

Progress Report:

Final Evaluation:

Progress Report	D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students	Final Evaluation
_____	3 The intern demonstrates knowledge of resources and collaborates with colleagues outside of his or her own classroom to coordinate learning activities or to address other concerns related to teaching.	_____
	2 The intern demonstrates knowledge of resources and collaborates with colleagues outside of his or her own classroom to coordinate learning activities or to address other concerns related to teaching.	
	1 The intern demonstrates no knowledge of resources available through colleagues in the school or district.	

Comments

Progress Report:

Final Evaluation:

Progress Report	D4: Communicating with parents or guardians about student learning.	Final Evaluation
_____	3 The intern demonstrates knowledge of forms of communication that she or he can or has used to communicate with parents or guardians of students for various purposes and describes situations in which she or he has communicated or would communicate with parents or guardians regarding specific students.	_____
_____	2 The intern demonstrates knowledge of forms of communication that she or he can use to communicate with parents or guardians of students for various purposes.	_____
_____	1 The intern demonstrates no knowledge of forms of communication that she or he can use to communicate with parents or guardians OR makes no attempt to communicate, even when it is clearly necessary to do so.	_____

Comments

Progress Report:

Final Evaluation:

Progress Report

Intern's: Signature _____

Date: _____

Cooperating Teacher's (s) Signature: _____

Date: _____

University Supervisor's Signature: _____

Date: _____

Final Evaluation Report

Intern's: Signature _____

Date: _____

Cooperating Teacher's (s) Signature: _____

Date: _____

University Supervisor's Signature: _____

Date: _____