

Special Education Assessment of Intern Progress: Transition from Intern to Teacher

Intern: _____

Fall Evaluator: _____ Title: _____ Date: _____ School: _____

Spring Evaluator: _____ Title: _____ Date: _____ School: _____

The transition from intern to teacher is a continuous process during the internship placement. The purpose of this assessment is to serve as a benchmark or guide in this transition. It is understood that not all objectives will be achieved at the mastery level at the end of the internship. It is the intention that this assessment will act as a guide to demonstrate growth over time of the intern during the internship.

Each intern is assessed based upon the eight standards which guide the Teacher Preparation Program. Under each standard is an explanation of the standard. Intern, Collaborative Teacher and Field Instructors should indicate the current status of the intern in relation to the standard. Please indicate the level at which you believe the intern has achieved at the time of your rating.

1. Not meeting expectations.
 2. Beginning: with guidance is beginning to demonstrate understanding and knowledge to implement the benchmarks.
 3. Often: Independently implements benchmarks with confidence and consistency.
 4. Achieved: implements the benchmarks routinely and consistently.
 5. Exceeds: Demonstrates performance that is exceptional and puts forth unusual commitment and effort.
- N/A- Not applicable at this time.**

***IF** a standard is not being adequately met, goal(s) should be developed to help insure that the standard will be met. The goal(s) should include a plan that specifies the cooperation of the Intern, Teacher, and Field Instructor which would assure adequate support for the intern to achieve the defined standard.

Worksheet for Standard 1: Acts as an educated person

<i>The intern:</i>						
a. Communicates effectively: listening, speaking, writing, reading, and visual. Sign language skills where appropriate.						
b. Shows that s/he values education for a pluralistic society.						
c. Promotes both individual responsibility and individual rights.						
d. Models respect both for individual diversity and for community.						
e. Models knowledge of American government and the American economic system.						
f. Offers global and international perspectives on topics, questions, and issues.						
Overall rating for standard 1 FALL		Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database		1	2	3	4	5
Overall rating for standard 1 SPRING		Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database		1	2	3	4	5

Goals/Focus

Fall:

Spring:

Worksheet for Standard 2: Teaches elementary subject matters

<i>The intern:</i>						
a. Validly presents, represents, and models the subject matter(s) to students.						
b. Engages students in activities that connect subject matter to the world beyond school.						
c. Promotes critical and higher order thinking by substantive conversations with students.						
d. Models, and coaches independent learning and problem solving by students.						
e. Models and promotes inquiry and curiosity in each of the subject matters.						
f. Models and coaches analysis, synthesis, and evaluation of ideas, skills, and information.						
Overall rating for standard 1 FALL		Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database		1	2	3	4	5
Overall rating for standard 1 SPRING		Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database		1	2	3	4	5

Goals/Focus

Fall:

Spring:

Worksheet for Standard 3: Works with students as individuals

<i>The intern:</i>
a. Respects, cares for, & communicates with all students, holding high expectations for them. Sign language skills where appropriate.
b. Adapts the curriculum to students, setting measurable goals for their learning.
c. Employs a range of academic, social, and emotional strategies to help all students learn.
d. Motivates and engages all students, treating their characteristics as resources.
e. Includes, accommodates, & differentiates instruction for, each student.
f. Uses formative and summative assessments of learning to adjust plans and instruction.

Overall rating for standard 1 FALL	Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database	1	2	3	4	5
Overall rating for standard 1 SPRING	Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database	1	2	3	4	5

Goals/Focus

Fall:

Spring:

Worksheet for Standard 4: Organizes a class, manages a class, as an environment for learning

<i>The intern:</i>
a. Introduces and teaches rules and routines so that students are prepared for them.
b. Employs a variety of participation structures to engage students in meaningful learning.
c. Teaches students how to play active and helpful parts in class activities.
d. Responds thoughtfully and consistently to student inattention and misbehavior.
e. Assesses class interaction and adjusts the organization to promote learning.

Overall rating for standard 1 FALL	Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database	1	2	3	4	5
Overall rating for standard 1 SPRING	Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database	1	2	3	4	5

Goals/Focus

Fall:

Spring:

Worksheet for Standard 5: Uses an equipped school room

<i>The intern:</i>					
a. Helps to make the classroom a safe, functional, and motivating physical environment.					
b. Uses multiple literacies, materials, and media to promote inquiry, interaction, and learning.					
c. Uses information technology to enhance standards-based instruction and assessment.					
d. Teaches students to use information technology wisely and ethically.					
e. Teaches students to take care of the classroom, equipment, and materials, including assistive technology					
f. Assesses activity and adapts the room and its resources to promote learning.					
g. Helps students to care for auditory devices and/or equipment as appropriate.					
Overall rating for standard 1 FALL	Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database	1	2	3	4	5
Overall rating for standard 1 SPRING	Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database	1	2	3	4	5

Goals/Focus

Fall:

Spring:

Worksheet for Standard 6: Joins a faculty and a school

<i>The intern:</i>					
a. Attends to school policies for the safety, protection, well-being, and learning of students.					
b. Works with other teachers and school administrators as needed to perform as an intern.					
c. Participates in school assessment, evaluation, and grading processes.					
d. Participates in formal and informal professional opportunities.					
Overall rating for standard 1 FALL	Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database	1	2	3	4	5
Overall rating for standard 1 SPRING	Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database	1	2	3	4	5

Goals/Focus

Fall:

Spring:

Worksheet for Standard 7: Engages guardians and community

<i>The intern:</i>
a. Communicates with parents and guardians about students' activity and behavior.
b. Communicates with parents and guardians about students' learning and progress.
c. Recognizes and responds thoughtfully to diversity in students' family arrangements.
d. Uses local history, current issues, and community resources in teaching.
e. Recognizes patterns of evidence that indicate threats to students.
f. Advocates for students' interests in the classroom and school.

Overall rating for standard 1 FALL	Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database	1	2	3	4	5
Overall rating for standard 1 SPRING	Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database	1	2	3	4	5

Goals/Focus

Fall:

Spring:

Worksheet for Standard 8: Teaches deliberately and learns from experience

<i>The intern:</i>
a. Understands, accepts, and meets a teacher's legal and ethical responsibilities.
b. Works toward a philosophy of teaching consistent with professional knowledge.
c. Exhibits a teacher's manner of honesty, respect, fairness, and civility.
d. Exercises good judgment in using time and other resources to attain educational goals.
e. Deliberately uses options for thought and action from continuing professional education.
f. Deliberately uses assessments and feedback to improve her/his performance.

Overall rating for standard 1 FALL	Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database	1	2	3	4	5
Overall rating for standard 1 SPRING	Does not	Meets expectations			Exceeds
Choose one rating for the program evaluation database	1	2	3	4	5

Goals/Focus

Fall:

Spring:

Does not meet expectations	Meets expectations			Exceeds expectations	Intern:	Date:	Does not meet expectations	Meets expectations			Exceeds expectations
					Standard 1. Acts as an educated person: Communicates effectively; shows that s/he values learning; promotes both individual responsibility and individual rights; respects both individual differences and community agreements; models knowledge of American government and economics; models global perspectives.						
					Standard 2. Teaches elementary subject matters: Validly presents subject matter; connects subject matter to the world beyond school; promotes critical thinking; promotes independent learning and problem solving; engages students in free inquiry; models and coaches analysis, synthesis, evaluation.						
					Standard 3. Works with students as individuals: Respects, cares for, and communicates with students; adapts the curriculum to them; employs multiple strategies for teaching them; motivates and engages all students; includes, accommodates, and differentiates instruction for them; assesses and adjusts instruction to serve individuals.						
					Standard 4. Organizes a class: Organizes and introduces activities and routines; uses a range of participation structures; promotes shared values and expectations for learning; teaches students how to participate; responds to student inattention and misbehavior; assesses class interaction and adjusts the organization as needed.						
					Standard 5. Uses an equipped school room: Designs the classroom for safety and learning; uses multiple modes and media for instruction; uses information technology for instruction and assessment; teaches students to take care of the room; assesses activity and adapts the room to support students and promote learning.						
					Standard 6. Joins a faculty and school: Attends to school policies; works with other teachers and administrators as needed; participates in school assessment, evaluation, and grading processes; participates in formal and informal professional learning for and by teachers.						
					Standard 7. Engages guardians and community: Communicates with parents and guardians about students' activity and learning; recognizes diverse family structures; uses community history, issues, and resources in teaching; recognizes patterns of evidence that indicate threats to students' welfare.						
					Standard 8. Teaches deliberately and learns from experience: Understands and accepts a teacher's responsibilities; employs a thoughtful and informed philosophy of teaching; exhibits a teacher's thoughtful manner; exercises good judgment in planning and teaching; uses assessments, feedback, and continuing education to improve performance.						

INTERN IS MAKING PROGRESS TOWARDS THE ACHIEVEMENT OF THE STANDARD YES/NO.

Mid-Fall Semester _____
Date

PGP attached yes / no

Collaborating Teacher

Intern

Field Instructor

Final Fall Semester _____
Date

Collaborating Teacher

Intern

Field Instructor

INTERN IS MAKING PROGRESS TOWARDS THE ACHIEVEMENT OF THE STANDARD YES/NO.

PGP ATTACHED YES/ NO

Mid-Spring Semester _____
Date

Collaborating Teacher

Intern

Field Instructor

Final Spring Semester _____
Date

Collaborating Teacher

Intern

Field Instructor