

***Assessment of Intern Progress:  
A Tool for Discussion  
Teacher Preparation Team Two***

For Intern \_\_\_\_\_

by \_\_\_\_\_ Date \_\_\_\_\_

*Interns, collaborating teachers and field instructors will each fill out the following form to help prepare for the midterm conferences that are held mid-way through the Fall and Spring Semesters. By using this tool twice during the internship year, it provides a cumulative record of the intern's professional growth over time.*

*For each item listed under the four Teacher Preparation Program Standards, please indicate on the continuum how well the intern is progressing toward meeting that standard. It is expected that interns will have specific areas that require further growth and development, since this is designated as a year for the intern to learn to teach.*

- *meets expectations: the intern is successfully achieving the high professional expectations represented in this Teacher Preparation Program Standard; the intern demonstrates progress that one would expect to see at this time of the year; commitment and effort shown are what is expected during the internship*
- *exceeds expectations: the intern's performance in a specific area is exceptional; the intern's exemplary performance in this area is beyond what one would expect to see at this time of year; the intern shows unusual commitment and effort*
- *does not meet expectations: progress in this area is limited; progress is insufficient for what would be expected at this time of year; the intern's commitment and effort are not satisfactory*

*Below your set of ratings for each standard, please provide narrative comments, examples, and/or evidence of your ratings. Then provide an OVERALL RATING for the intern's progress at this time. Thank you.*

## Standard 1: Knowing Subject Matters and How to Teach Them

**The intern understands the subject matter(s) as needed to teach it (them).**

*For Example:*

- The intern knows and understands the main goals, core concepts, important information, tools of inquiry, and important practices of the disciplines that s/he teaches.
- The intern understands how the disciplines that s/he teaches are applied, used, practiced, and enjoyed in various settings and enterprises outside the school, and can make connections between the subject matter and her or his own life.
- The intern monitors and assesses his or her own understanding of the subject matter, notices when that understanding is inadequate for teaching, and uses a variety of resources for support and to continue learning about the subject matter.
- The intern represents subject matter knowledge and ways of knowing accurately and appropriately in teaching.
- The intern knows what is likely to be difficult for students and finds ways to address those difficulties.

	does not meet expectations	<b>meets expectations</b>	exceeds expectations
FALL	←—————→		
SPRING	←—————→		

**The intern thoughtfully links subject matter and students, creating a responsive curriculum.**

*For Example:*

- The intern identifies central concepts, information, and skills that are critical for students to understand, and sets instructional goals accordingly.
- The intern frames worthwhile purposes that take into account district and/or school curriculum guidelines, subject matter standards, and students' backgrounds, learning needs, and interests.
- The intern considers a wide range of teaching resources, evaluates their appropriateness and makes necessary adaptations.
- The intern integrates or connects subject matter areas where appropriate.
- The intern provides good reasons for his or her decisions about content and instruction.

	does not meet expectations	<b>meets expectations</b>	exceeds expectations
FALL	←—————→		
SPRING	←—————→		

**The intern implements a curriculum of understanding.**

*For Example:*

- The intern constructs units and lessons that make the core aims, central concepts, important information, tools of inquiry, and important practices of a discipline meaningful for students.
- The intern combines questions, tasks, materials, and participation structures that will engage students, stimulate and support their thinking, organize their in-depth exploration of topics, and otherwise promote genuine understanding.
- The intern plans coherent units and lessons that have beginnings, middles, and endings; that are connected appropriately to preceding and following units and lessons, that are connected appropriately to other subjects; and that suit the place and the time of year.

	does not meet expectations	<b>meets expectations</b>	exceeds expectations
FALL	←	—————→	→
SPRING	←	—————→	→

**The intern is thoughtful about assessment and its relationship to planning and teaching.**

*For Example:*

- Prior to instruction, the intern finds out what students already know, believe, or feel about the matter to be taught; figures out how that prior experience is likely to affect instruction; and plans accordingly.
- The intern monitors, documents, and studies individual and group work throughout the course of instruction, and uses that information to make decisions about what to do next.
- The intern constructs or selects assessment tasks (assignments, tests, questions, etc.) that allow and require students to show their understanding, e.g., ability to connect ideas, use ideas, solve problems, apply skills.
- In evaluating students' work, the intern distinguishes between genuine understanding and other performances (e.g., memorizing for the test)
- The intern treats assessments as information not only about student learning but also as information about the quality of instruction, and acts accordingly.
- The intern gives students written and oral feedback in a timely manner that focuses on supporting learning, as distinct from simply giving a grade.

	does not meet expectations	<b>meets expectations</b>	exceeds expectations
FALL	←	—————→	→
SPRING	←	—————→	→

**Narrative Comments about Ratings for Standard 1:**

**FALL**

**SPRING**

## Standard 2: Working with Students

**The intern respects and cares for *all* students in his/her charge.**

*For Example:*

- The intern treats all students as capable of learning, focuses on their capacities and strengths rather than on their deficits and weaknesses, and strives to create conditions in which they can learn.
- The intern interacts and communicates clearly with students, making students feel cared for and listened to.
- The intern seeks ways to encourage all students to participate in the activities of the class.
- The intern understands how children learn and develop, and organizes activities that support their intellectual, social, and personal development..
- The intern discovers relevant differences among students and their approaches to learning, accommodates those differences or uses them as resources in the classroom, and modifies the task or environment as needed to support students' continuous intellectual, social, and physical development.
- The intern learns about students' interests, strengths, and cultural backgrounds in order to connect class topics and activities to students' experiences and interact with them effectively.
- The intern effectively uses outside resources (home, school, community) to support students' learning and to deal with their problems.

	does not meet expectations	<b>meets expectations</b>	exceeds expectations
FALL	←	→	→
SPRING	←	→	→

**The intern promotes active learning and thoughtfulness.**

*For Example:*

- The intern teaches coherent lessons that are organized about some framework, have a clear aim and focus, proceed reasonably from a thoughtful beginning to a thoughtful ending, and keep all students involved.
- The intern leads class discussions that explore problems and ideas, that elicit diverse responses from many students, and that get students to think critically.
- The intern helps the students to make connections between new content and prior learning.
- The intern asks appropriate and stimulating questions, listens carefully, and responds thoughtfully to student's ideas, comments, and questions.
- The intern understands how to motivate students to learn and how to maintain students' interest even in the face of temporary failure.

	does not meet expectations	<b>meets expectations</b>	exceeds expectations
FALL	←	→	→
SPRING	←	→	→

**The intern builds on students' interests, strengths, and cultural backgrounds.**

*For Example:*

- The intern adjusts or adapts lessons to accommodate students' individual needs and abilities and to include all students in class activities.
- The intern adapts her own role to the activity that s/he is trying to produce among students, e.g., tries to figure out when to talk and when to listen in a class discussion.
- The intern monitors and checks for students' understanding (prior knowledge, throughout lesson) and flexibly adjust her or his plans in response to students' actions and other contingencies.
- The intern seeks and uses information about students' prior knowledge in planning. The intern builds on information about student understanding gained from such tasks for further planning.

	does not meet expectations	meets expectations	exceeds expectations
FALL	←		→
SPRING	←		→

**The intern treats all students as capable of learning.**

*For Example:*

- The intern values and respects each student's thinking and actively elicits and considers students' thinking in planning and teaching.
- The intern demonstrates curiosity about what students already know, what they are thinking, and how they understand or make sense of what they are learning.
- The intern understands and uses a variety of approaches to encourage students' development of critical thinking, problem solving, and performance skills.
- The intern continually elicits and responds to student ideas in order to shape and challenge student understanding. The intern thinks about: How are students making sense of this? How are they going astray?

	does not meet expectations	meets expectations	exceeds expectations
FALL	←		→
SPRING	←		→

**Narrative Comments about Ratings for Standard 2:**

**FALL**

**SPRING**

## Standard 3: Creating and managing a classroom learning community

**The intern creates a safe, caring, productive environment in the classroom.**

*For Example:*

- The intern develops and refines a clear and reasonable approach to classroom management, and plans specifically for the management of instruction and students.
- The intern's classroom management strategies match and support his/her instructional goals. The intern analyzes and works to improve the fit between classroom management strategies and instructional goals.
- The intern establishes and maintains regular routines for classroom activity.
- The intern establishes consequences for inappropriate behavior that are fair and appropriate, and follows through on the consequences.
- The intern develops shared values and expectations with students regarding their interactions, academic work, and individual and group responsibilities.
- The intern organizes and introduces activities so that students are prepared for them and can carry them out successfully.

	does not meet expectations	meets expectations	exceeds expectations
FALL	←	→	→
SPRING	←	→	→

**The intern makes the classroom an inclusive community.**

*For Example:*

- The intern creates an environment that supports and respects inquiry, exploration, and intellectual risk-taking.
- The intern actively engages students together in making sense of meaningful concepts and skills.
- The intern employs a variety of participation structures (whole group, small group, individual, etc.) that suit the lesson goals and tasks.
- The intern creates a classroom learning environment in which students and teachers are jointly engaged in developing shared expectations and/or standards for their joint work.
- The intern understands and builds appropriate connections between learning community qualities and subject matter goals.
- The intern helps students to learn to work alone and with others and to participate in decision making, problem solving, and conflict resolution.
- The intern uses knowledge of effective verbal, nonverbal and media communications techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- The intern models effective communication when presenting ideas and information and asking questions, and promotes effective communication among students.

	does not meet expectations	meets expectations	exceeds expectations
FALL	←	→	→
SPRING	←	→	→











***SUGGESTED GOALS AND OBJECTIVES for the intern to work toward over the next several weeks:***

**FALL:**

**SPRING:**