

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

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*

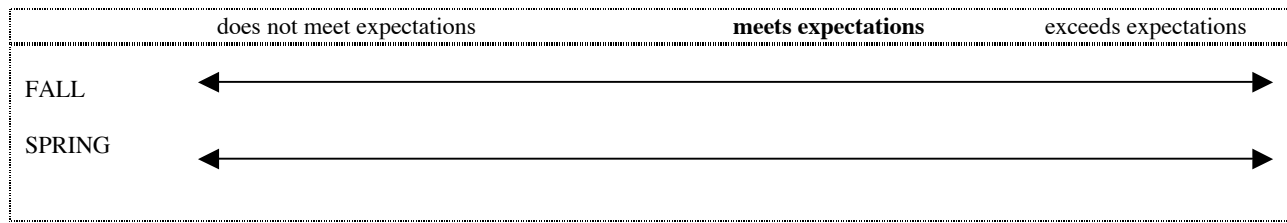
*Below your set of ratings for each standard, please provide narrative comments, examples, and/or evidence of your ratings. Then provide an **OVERALL RATING** for the intern's progress at this time. Thank you.*

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:

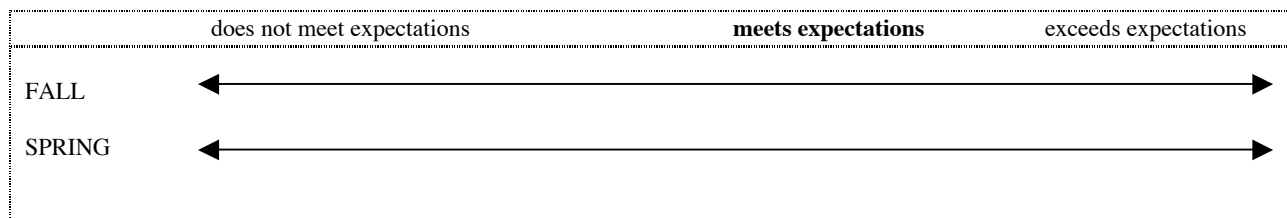
- The intern knows and understands the main goals, core concepts, important information, tools of inquiry, and important practices of the disciplines that s/he teaches.
- The intern understands how the disciplines that s/he teaches are applied, used, practiced, and enjoyed in various settings and enterprises 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.



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

For Example:

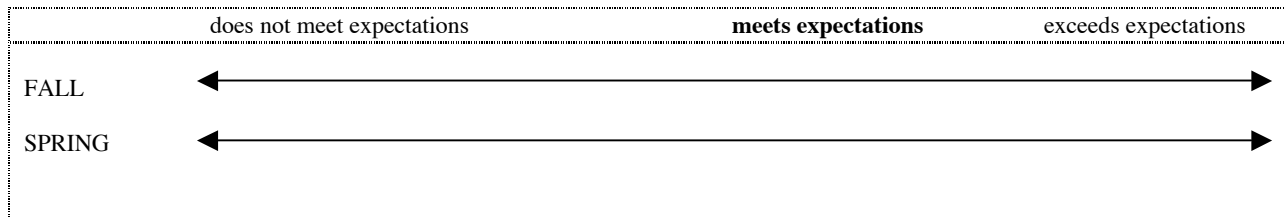
- The intern identifies central concepts, information, and skills that are critical for students to understand, and sets instructional goals accordingly.
- The intern frames worthwhile purposes that take into account district and/or school curriculum guidelines, subject matter standards, and students' 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.



The intern implements a curriculum of understanding.

For Example:

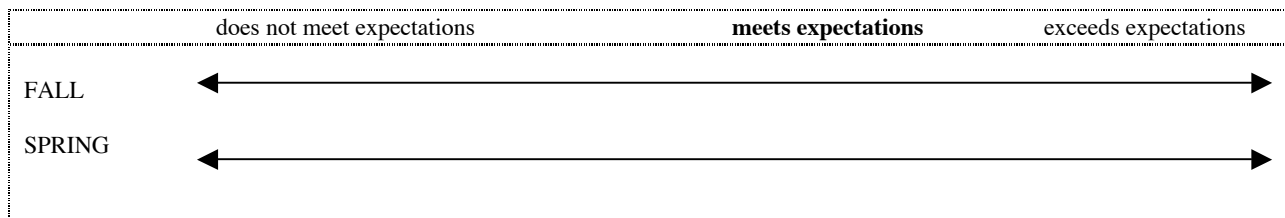
- The intern constructs units and lessons that make the core aims, central concepts, important information, tools of inquiry, and important practices of a discipline meaningful for students.
- The intern combines questions, tasks, materials, and participation structures that will engage students, stimulate 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.



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.



Narrative Comments about Ratings for Standard 1:

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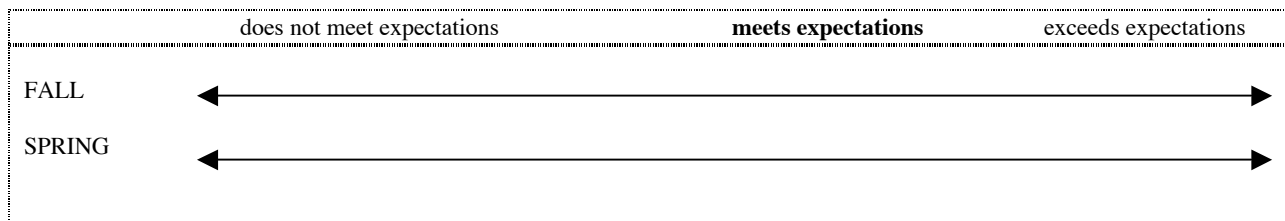
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Standard 2: Working with Students

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

For Example:

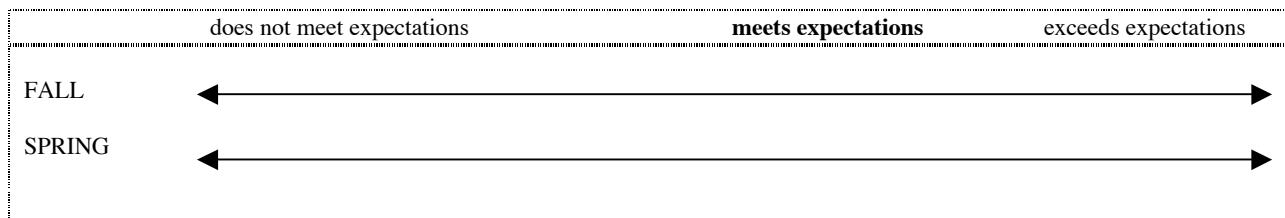
- The intern treats all students as capable of learning, focuses on their capacities and strengths rather than on their deficits and weaknesses, and strives to create conditions in which they can learn.
- The intern interacts and communicates clearly with students, making students feel cared for and 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.



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.



Narrative Comments about Ratings for Standard 2:

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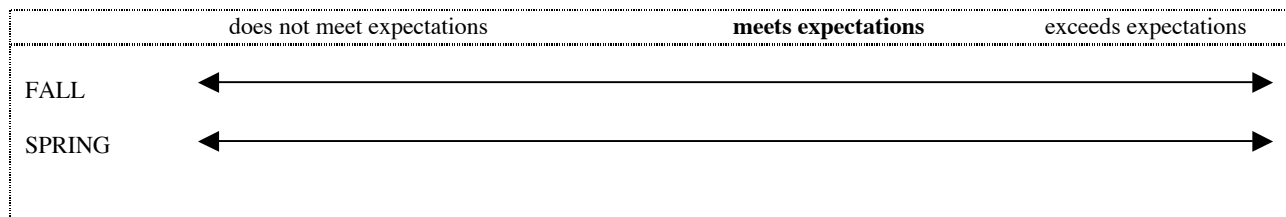
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Standard 3: Creating and managing a classroom learning community

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

For Example:

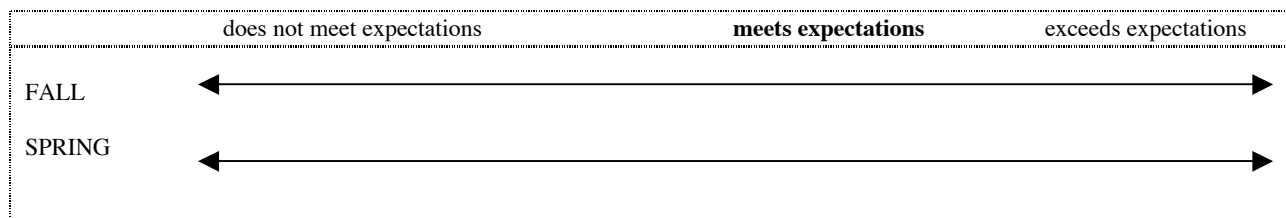
- The intern develops and refines a clear and reasonable approach to classroom management, and plans specifically for the management of instruction and students.
- The intern's classroom management strategies match and support his/her instructional goals. The intern analyzes and works to improve the 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.



The intern makes the classroom an inclusive community.

For Example:

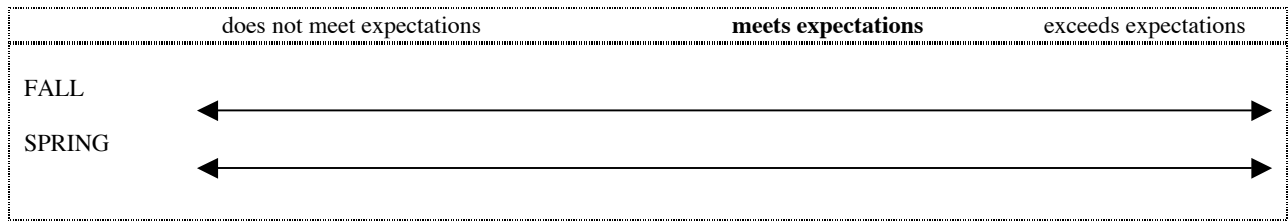
- The intern creates an environment that supports and respects inquiry, exploration, and intellectual risk-taking.
- The intern actively engages students together in making sense of meaningful concepts and skills.
- The intern employs a variety of participation structures (whole group, small group, individual, 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.



The intern helps students develop personal and social responsibility.

For Example:

- The intern sets norms for social interaction among students that foster respect and cooperation.
- The intern uses multiple strategies (e.g., nonverbal cues, proximity, voice) to manage student behavior and keep students on task.
- The intern helps students to understand rules and routines and to learn to follow them.
- The intern employs management strategies that encourage personal responsibility and self-motivation in students.
- The intern deals with minor disruptive behavior such as talking inappropriately in reasonable and consistent ways that regain students' attention and keep the class moving.
- The intern works with students who have severe behavioral or emotional problems in an organized and professional way that helps them to develop and follow through on reasonable plans to overcome their problems.



Narrative Comments about Ratings for Standard 3:

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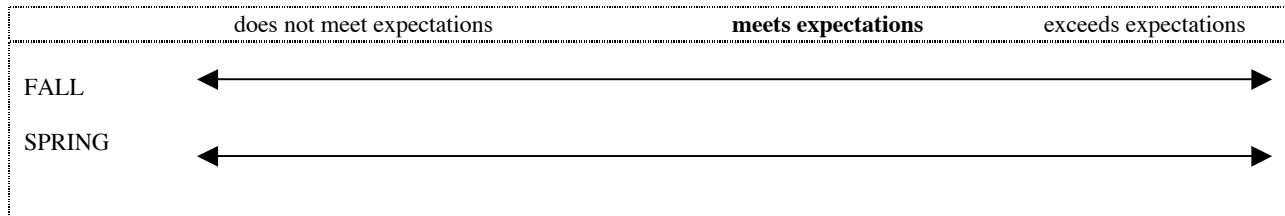
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Standard 4: Working and learning in a school and profession

The intern works well as a teacher in a school community.

For Example:

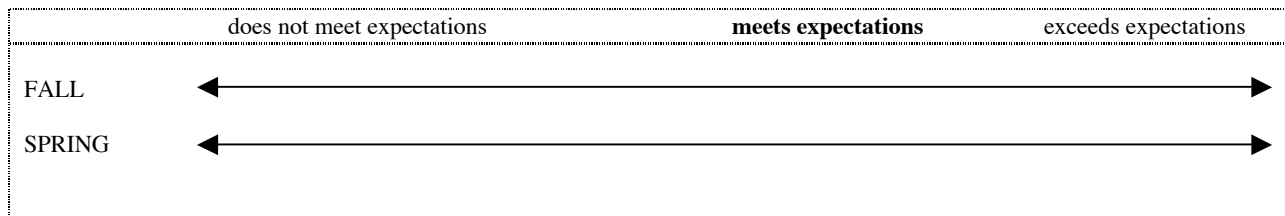
- The intern's appearance, manner, and communication satisfy the expectations for a responsible adult member of the school.
- The intern is "good to work with" by being punctual, reliable, responsible, friendly, energetic, and reasonable.
- The intern works with other school personnel in an open, civil, and constructive manner that respects their roles in the school.
- The intern reacts appropriately to stressful situations.
- The intern works with parents and guardians in an open, civil, and constructive manner that treats them as partners in their child's education.
- The intern participates in the life of the school, including taking advantage of professional development opportunities available to teachers.



The intern works productively with his/her MSU liaison, collaborating teacher, field instructor and course instructors in ways that support his/her learning to teach.

For Example:

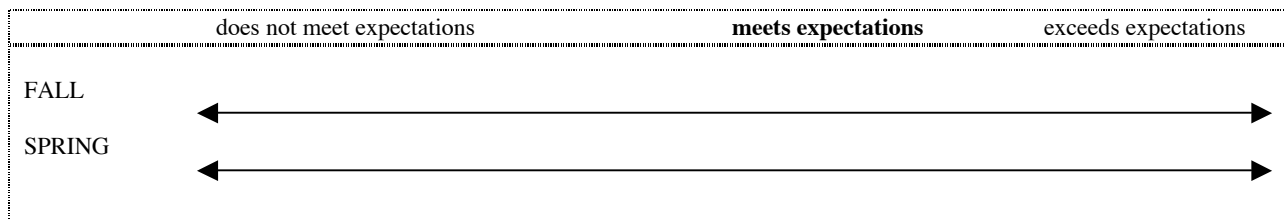
- The intern works with the collaborating teacher, field instructor and other program personnel in an open, civil, and constructive manner that acknowledges their roles in the intern's education.
- The intern negotiates reasonable observer, co-teaching, and lead teaching roles with the collaborating teacher, and keeps the agreements made.
- The intern engages in open and honest communication with the collaborating teacher, field instructor and other program personnel about the situations, issues, and challenges that the intern faces.
- The intern seeks feedback from the collaborating teacher, field instructor and other program personnel and treats that feedback as an opportunity to learn.



The intern reflects on his/her experience and seeks opportunities for continued learning and improvement.

For Example:

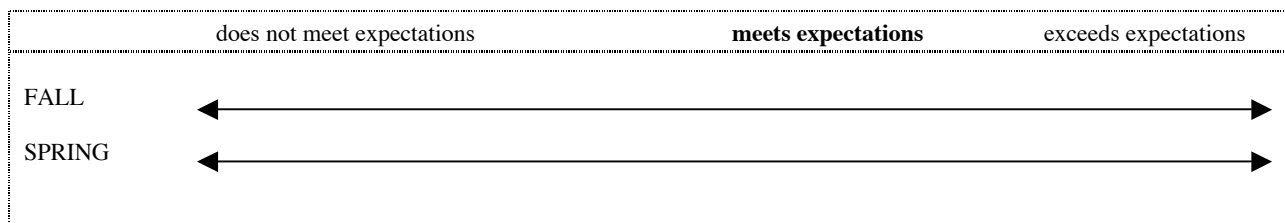
- The intern uses the contents of the 800-level courses to guide and inform his or her work in the classroom and school.
- The intern figures out how events and outcomes in the current situation may be relevant to other situations, and tries to recall how past situations may provide guidance in the current one.
- The intern studies how his or her choices and actions affect others, and adjusts his/her thinking and actions accordingly.
- The intern considers different perspectives, arguments, and alternatives, even when they are different from or conflict with his/her own.
- The intern uses co-planning, co-teaching, and other forms of collaborative work to learn about teaching.
- The intern uses writing such as a journal as a tool in planning and for reflecting on her teaching and his/her students' learning.
- The intern seeks interaction with other professionals who can help the intern carry out immediate duties and learn for the future.
- The intern makes and carries out plans for his/her own learning.
- The intern demonstrates a disposition to think about teaching not only in terms of "what works" in a lesson but also to consider questions of purposes and alternatives.



The intern is open to alternatives and constructive feedback.

For Example:

- In setting academic, social, and moral goals, the intern considers alternatives, chooses among them reasonably, and can explain why the goals chosen are important.
- In deciding what to do, the intern considers alternatives, chooses reasonably among them, and can explain why those choices are reasonable.
- The intern thinks both for now and for later, remembers what's important, and anticipates problems.
- Having planned carefully, the intern also implements those plans flexibly in light of developments.
- The intern systematically seeks information about the consequences of his/her actions, and uses that information in making decisions for the future.



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

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SPRING: