

## Evaluation Procedures:

All teaching interns are evaluated throughout the Advanced Field Practicum with evaluative instruments provided by the College of Education.

- The mid-term evaluation is formative and one should be completed by the university field coordinator, mentor teacher, and the intern. It should discuss the intern's progress by focusing on areas of strengths and weaknesses observed during the initial weeks of practicum. The university field coordinator will also confer with the intern to ensure that all parties understand the areas of strengths and weaknesses. The evaluation serves as a means of emphasizing progress (or lack of it). Interim reports provide the intern with indicators of progress he/she is making in addressing weaknesses.
- The final evaluation is summative and serves as a report of the intern's achievements at the culmination of his/her Advanced Field Practicum assignment. The university field coordinator will assign the grade after consultation with the mentor teacher and intern. The final evaluation should be submitted to the university field coordinator at the final evaluation meeting.
- Advanced Field Practicum References: The Family Rights and Privacy Act allows students to select contributions for their placement files. Both the mentor teacher and the university field coordinator complete final written evaluations. Typically, these are placed in the intern's Career Services placement file. However, an intern may request that this not be done.
- Grade Report Standards: The university field coordinator will provide criteria to be used in determining the intern's final grade. Interns must earn a B- or better and have positive recommendations in professional fieldwork courses in order to be recommended for teacher certification.



**FALL MIDTERM INTERN EVALUATION FORM  
GRADUATE TEACHER CERTIFICATION PROGRAM  
COLLEGE OF EDUCATION**

**Name:** \_\_\_\_\_

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

**Directions:** Please write a paragraph reflecting on the progress of the GTC intern. The purpose of the evaluation is to provide the student with specific information about his/her progress to date. The following categories of teacher performance are suggested for comments. Rank using 1-4, with 4 being the highest.

- \_\_\_\_ 1. Planning and preparation-*using knowledge to analyze situations, address problems and reflect on outcomes.*
- \_\_\_\_ 2. The classroom environment - *promotes caring and concern for others.*
- \_\_\_\_ 3. Instruction- *knows and understands content and pedagogy.*
- \_\_\_\_ 4. Professional responsibilities - *fosters relationships with school, community, and the profession.*

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**Comments:**

**PRACTICUM STUDENT EVALUATION FORM**



Name: \_\_\_\_\_ School/District: \_\_\_\_\_  
 Date: \_\_\_\_\_ Completed by: \_\_\_\_\_

**Levels of Performance**

**3 = Target (Distinguished)** – Practicum students at this level have **mastered** concepts. Their classrooms are a community of learners where students are highly motivated and engaged and assume responsibility for their own learning.

**2 = Proficient (Acceptable)**– The practicum student **clearly understands** the concepts underlying the components and implements it well.

**1= Not Yet Met (Progressing)** – The practicum student **appears to understand** the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional work is needed before the practicum student will be proficient in this area.

**0 = Unsatisfactory** – The practicum student **does not yet appear to understand** the concepts underlying the component.

**N/A = Not Applicable** – Unable to be observed.

Midterm				Final				Domains
3	2	1	N/A	3	2	1	N/A	
								<b>Domain 1 – Planning and Preparation</b>
○○○○				○○○○				1a. Demonstrating knowledge of content and pedagogy.
○○○○				○○○○				1b. Demonstrating knowledge of students.
○○○○				○○○○				1c. Selecting Instructional goals.
○○○○				○○○○				1d. Demonstrating knowledge of resources.
○○○○				○○○○				1e. Designing coherent instruction.
○○○○				○○○○				1f. Assessing student learning.
								<b>Domain 2 – The Classroom Environment</b>
○○○○				○○○○				2a. Creating an environment of respect and rapport.
○○○○				○○○○				2b. Establishing a culture for learning.
○○○○				○○○○				2c. Managing classroom procedures.
○○○○				○○○○				2d. Managing student behavior.
○○○○				○○○○				2e. Organizing physical space.
								<b>Domain 3 – Instruction</b>
○○○○				○○○○				3a. Communicating clearly and accurately.
○○○○				○○○○				3b. Using questioning and discussion techniques.
○○○○				○○○○				3c. Engaging students in learning.
○○○○				○○○○				3d. Providing feedback to students.
○○○○				○○○○				3e. Demonstrating flexibility and responsiveness.
								<b>Domain 4 – Professional Responsibilities</b>
○○○○				○○○○				4a. Reflecting on teaching.
○○○○				○○○○				4b. Maintaining accurate records.
○○○○				○○○○				4c. Communicating with families.
○○○○				○○○○				4d. Growing and developing professionally.
○○○○				○○○○				4e. Contributing to the school and district.
○○○○				○○○○				4f. Showing professionalism.

Comments: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Indicators of Competencies

\* = Half Time Practicum + = Full Time Practicum

Use the following indicators from Danielson's Enhancing Professional Practice to assess progress.

### DOMAIN 1 – PLANNING AND PREPARATION

#### **(1a) Demonstrating Knowledge of Content and Pedagogy**

- \* Demonstrated breadth of knowledge, appeared well informed, and relayed facts and information accurately.
- + Demonstrated knowledge of the use of appropriate teaching strategies and methods.
- + Demonstrated ability to integrate subject areas.

#### **(1b) Demonstrating Knowledge of Students**

- + Introduced new concepts using prior knowledge of pupils and provided opportunities for practice.
- \*+ Demonstrated a sensitivity to and understanding of multicultural, environmental, and gender issues.

#### **(1c) Selecting Instructional Goals**

- \* Reviewed Michigan Curriculum Framework for benchmark standards.
- \* Reviewed district curriculum guides and grade level standards.
- \*+ Prepared long range goals and objectives for units taught to meet curriculum standards.
- + Prepared daily objectives and lesson plans based on grade level standards at least one week in advance.

#### **(1d) Demonstrating Knowledge of Resources**

- + Selected and created instructional materials using a variety of media technologies.
- \*+ Demonstrated computer knowledge and utilized technology as an integral part of the instructional process.

#### **(1e) Designing Coherent Instruction**

- \*+ Presented lessons and assignments clearly.
- \*+ Presented specific student objectives.
- \*+ Developed student activities to match objectives.

#### **(1f) Assessing Student Learning**

- \*+ Used a variety of formal and informal assessment techniques to evaluate student progress.
- \* Cognizant of Michigan Education Assessment Program (MEAP) expectations.
- + Aligned assessments to objectives.

### DOMAIN 2 – THE CLASSROOM ENVIRONMENT

#### **(2a) Creating an Environment of Respect and Rapport**

- \*+ Exhibited respect and sensitivity to needs and feelings of others.
- \*+ Listened attentively and empathetically to others.

#### **(2b) Establishing a Culture for Learning**

- + Established and maintained a safe, positive classroom environment.
- + Maintained high and appropriate expectations, equitable treatment, and fostered self-esteem for pupils regardless of races, cultures, and genders.

#### **(2c) Managing Classroom Procedures**

- + Organized routines and procedures which promoted greater time on task.
- \* Assisted pupils in making smooth transitions between activities.

#### **(2d) Managing Student Behavior**

- + Demonstrated appropriate classroom management and disciplinary techniques to ensure a safe and orderly environment conducive to learning.

#### **(2e) Organizing Physical Space**

### DOMAIN 3 - INSTRUCTION

#### **(3a) Communicating Clearly and Accurately**

- \*+ Communicated effectively through verbal and non-verbal means.
- \*+ Spoke clearly using conventional grammar, diction, volume, and pacing.
- \*+ Wrote clearly using conventional grammar, spelling, and penmanship style.

#### **(3b) Using Questioning and Discussion Techniques**

- + Used knowledge of research-based questioning skills.
- + Provided experiences which develop critical and creative thinkers.
- + Demonstrated proficiency in leading large group instruction.
- \*+ Demonstrated proficiency in leading small group instruction.

#### **(3c) Engaging Students in Learning**

- + Provided opportunities for differences in learning styles and multiple intelligences.
- + Used a variety of methods appropriate to the level of the students in the class, including cooperative learning strategies, hands-on activities, simulations, etc.
- + Provided for active pupil participation individually and cooperatively.
- \*+ Motivated pupils in a lively and interesting manner.

#### **(3d) Providing Feedback to Students**

- \*+ Shared lesson expectations with students.
- \*+ Provided feedback during instructional activities.
- \*+ Gave feedback on student assignments, projects, and performances.

#### **(3e) Demonstrating Flexibility and Responsiveness**

- + Recognized pupil disinterest and adjusted teacher behavior.
- + Modified instruction based on assessment diagnosis and evaluation of pupil progress.
- + Demonstrated qualities of flexibility, adaptability, and organization.

### DOMAIN 4 – PROFESSIONAL RESPONSIBILITY

#### **(4a) Reflecting on Teaching**

- \*+ Evaluated self realistically, sought ways to improve, and set personal and professional goals.
- \*+ Demonstrated appropriate personal adjustment, stress management, and remained routinely healthy and energetic.
- \*+ Conveyed a sense of satisfaction about a his/her decision to become a teacher, and displayed a genuine love of teaching.

#### **(4b) Maintaining Accurate Records**

- + Maintained lesson and unit plans so they could be used by others.
- \*+ Prepared handouts, tests, rubrics in advance so others could use them.
- + Maintained records of student performance in grade books, portfolios, or electronically.
- \*+ Maintained attendance records and other records accurately.

#### **(4c) Communicating with Families**

- \*+ Established and maintained on-going and effective communication with parents (i.e. newsletters, phone calls, notes home, etc.)
- Attended open houses (\*+) and conferences (+)

#### **(4d) Growing and Developing Professionally**

- \*+ Remained receptive to suggestions for increased effectiveness.
- \*+ Sought opportunities for continuous improvement of skills.
- \*+ Relayed a sense of enthusiasm for learning.

#### **(4e) Contributing to the School and District**

- \*+ Established rapport and collaboration with peers and extended school staff.
- \*+ Accepted the legal and ethical responsibilities of teaching.
- \*+ Followed district and school policies.

#### **(4f) Showing Professionalism**

- \*+ Served as an appropriate role model for pupils.
- \*+ Demonstrated dependability and punctuality.
- \*+ Exhibited industriousness and initiative.
- \*+ Demonstrated honesty and integrity.
- \*+ Demonstrated appropriate humor and tact.



**GRADUATE TEACHER CERTIFICATION  
PROGRAM  
INTERN EVALUATION**  
*For Career Services Credentials*

**Please type**

Name of Intern: \_\_\_\_\_ Date of Internship:  
(months) \_\_\_\_\_ Year: \_\_\_\_\_

School District: \_\_\_\_\_ Building: \_\_\_\_\_ City:  
\_\_\_\_\_ State: \_\_\_\_\_

Briefly describe the type of setting (such as a self-contained classroom, levels, subjects, etc.).

Suggested points of discussion: 1) instructional planning, 2) classroom management, 3) command of subject, 4) overall potential to be an effective teacher (includes personal and social qualities such as scholarship, ability to work with others, and professionalism).

Name of Evaluator: *(please print)*

\_\_\_\_\_  
Signature of

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

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