Rollins College of Department of Education

Senior Internship Evaluation Form

Student's Name: ______________________________________ Date___________________________

School: ________________________________________________ Grade/Subject: ______________________

Semester: ______________________________ Cooperating Teacher: ____________________________

DEFINITION OF LEVELS OF PERFORMANCE

4 - Superior, outstanding performance, beyond what is typically expected of a pre-service student
3 - Competent, good performance, effective and commendable behavior
2 - Acceptable, adequate performance and behavior overall
1 - Has progressed but needs to continue to improve
0 - Not acceptable performance at this time, needs considerable assistance and guidance

Please check which evaluation is being completed at this time: ☐ Midterm ☐ Final

Please check who is completing the evaluation: ☐ Student ☐ Supervising Faculty ☐ Cooperating Teacher

Throughout the Clinical Experience, the Senior Intern should demonstrate growth. For the purpose of periodic and final evaluations, the Senior Intern should be viewed as a “beginning teacher”.

SECTION ONE: PERSONAL/PROFESSIONAL SKILLS

1. Enthusiasm for Teaching ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0

   Comments ________________________________________________________________

2. Relationships with other adults at school ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0

   Comments ________________________________________________________________

3. Professional Appearance, Mannerisms ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0

   Comments ________________________________________________________________

4. Attendance, Punctuality, Reliability ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0

   Comments ________________________________________________________________

5. Initiative, Flexibility, Judgment ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0

   Comments ________________________________________________________________

6. Academic/Affective Preparation ☐ 4 ☐ 3 ☐ 2 ☐ 1 ☐ 0

   Comments ________________________________________________________________
LESSON SEGMENTS INVOLVING ROUTINE EVENTS

A. What will I do to establish and communicate learning goals, track student progress, and celebrate success?

1. Providing clear learning goals and scales to measure those goals (e.g., the teacher provides or reminds students about a specific learning goal) ☐4 ☐3 ☐2 ☐1 ☐0
   Comments ____________________________________________

2. Tracking student progress (e.g., using formative assessment, the teacher helps students chart their individual and group progress on a learning goal) ☐4 ☐3 ☐2 ☐1 ☐0
   Comments ____________________________________________

3. Celebrating student success (e.g., the teacher helps students acknowledge and celebrate their current status on a learning goal as well as acknowledge gain) ☐4 ☐3 ☐2 ☐1 ☐0
   Comments ____________________________________________

B. What will I do to establish and maintain classroom rules and procedures?

4. Establishing classroom routines (e.g., the teacher reminds students of a rule or procedure or establishes a new rule or procedure) ☐4 ☐3 ☐2 ☐1 ☐0
   Comments ____________________________________________

5. Organizing the physical layout of the classroom for learning (e.g., the teacher organizes materials, traffic patterns, and displays to enhance learning) ☐4 ☐3 ☐2 ☐1 ☐0
   Comments ____________________________________________

LESSON SEGMENTS ADDRESSING CONTENT

C. What will I do to help students effectively interact with new knowledge?

6. Identifying critical information (e.g., the teacher provides cues as to which information is important) ☐4 ☐3 ☐2 ☐1 ☐0
   Comments ____________________________________________

7. Organizing students to interact with new knowledge (e.g., the teacher organizes students into dyads or triads to discuss small chunks of content) ☐4 ☐3 ☐2 ☐1 ☐0
   Comments ____________________________________________
8. Previewing new content (e.g., the teacher uses strategies such as K-W-L, advance organizers, or preview questions)  □4 □3 □2 □1 □0

Comments_____________________________________________________

9. Chunking content into “digestible bites” (e.g., the teacher presents content in small portions that are tailored to students’ level of understanding)  □4 □3 □2 □1 □0

Comments_____________________________________________________

10. Group processing of new information (e.g., after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)  □4 □3 □2 □1 □0

Comments_____________________________________________________

11. Elaborating on new information (e.g., the teacher asks questions that require students to make and defend inferences)  □4 □3 □2 □1 □0

Comments_____________________________________________________

12. Recording and representing knowledge (e.g., the teacher asks students to summarize, take notes, or use nonlinguistic representations)  □4 □3 □2 □1 □0

Comments_____________________________________________________

13. Reflecting on learning (e.g., the teacher asks students to reflect on what they understand or what they are still confused about)  □4 □3 □2 □1 □0

Comments_____________________________________________________

D. What will I do to help students practice and deepen their understanding of new knowledge?

14. Reviewing content (e.g., the teacher briefly reviews related content addressed previously)  □4 □3 □2 □1 □0

Comments_____________________________________________________

15. Organizing students to practice and deepen knowledge (e.g., the teacher organizes students into groups designed to review information or practice skills)  □4 □3 □2 □1 □0

Comments_____________________________________________________
16. Using homework (e.g., the teacher uses homework for independent practice or to elaborate on information)  

Comments

17. Examining similarities and differences (e.g., the teacher engages students in comparing, classifying, and creating analogies and metaphors)  

Comments

18. Examining errors in reasoning (e.g., the teacher asks students to examine informal fallacies, propaganda, and bias)  

Comments

19. Practicing skills, strategies, and processes (e.g., the teacher uses massed and distributed practices)  

Comments

20. Revising knowledge (e.g., the teacher asks students to revise entries in notebooks to clarify and add to previous information)  

Comments

E. What will I do to help students generate and test hypotheses about new knowledge?

21. Organizing students for cognitively complex tasks (e.g., the teacher organizes students into small groups to facilitate cognitively complex tasks)  

Comments

22. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g., the teacher engages students in decision-making tasks, problem-solving tasks, experimental inquiry tasks, and investigation tasks)  

Comments

23. Providing resources and guidance (e.g., the teacher makes resources available that are specific to cognitively complex tasks and helps students execute such tasks)  

Comments
LESSON SEGMENTS ENACTED ON THE SPOT

F. What will I do to engage students?

24. Noticing and reacting when students are not engaged (e.g., the teacher scans the classroom to monitor students’ level of engagement)

Comments

25. Using academic games (e.g., when students are not engaged, the teacher uses adaptations of popular games to reengage them and focus their attention on academic content)

Comments

26. Managing response rates during questioning (e.g., the teacher uses strategies to ensure that multiple students respond to questions such as response cards, response chaining, and voting technologies)

Comments

27. Using physical movement (e.g., the teacher uses strategies that require students to move physically, such as voting with your feet and physical reenactments of content)

Comments

28. Maintaining a lively pace (e.g., the teacher slows and quickens the pace of instruction in such a way as to enhance engagement)

Comments

29. Demonstrating intensity and enthusiasm (e.g., the teacher uses verbal and nonverbal signals that he or she is enthusiastic about the content)

Comments

30. Using friendly controversy (e.g., the teacher uses techniques that require students to take and defend a position about content)

Comments
31. Providing opportunities for students to talk about themselves (e.g., the teacher uses techniques that allow students to relate content to their personal lives and interests) [4] [3] [2] [1] [0]
Comments

32. Presenting unusual or intriguing information (e.g., the teacher provides or encourages the identification of intriguing information about the content) [4] [3] [2] [1] [0]
Comments

G. What will I do to recognize and acknowledge adherence or lack of adherence to classroom rules and procedures?

33. Demonstrating “withitness” (e.g., the teacher is aware of variations in student behavior that might indicate potential disruptions and attends to them immediately) [4] [3] [2] [1] [0]
Comments

34. Applying consequences (e.g., the teacher applies consequences for lack of adherence to rules and procedures consistently and fairly) [4] [3] [2] [1] [0]
Comments

35. Acknowledging adherence to rules and procedures (e.g., the teacher acknowledges adherence to rules and procedures consistently and fairly) [4] [3] [2] [1] [0]
Comments

H. What will I do to establish and maintain effective relationships with students?

36. Understanding students’ interests and backgrounds (e.g., the teacher seeks out knowledge about students and uses that knowledge to engage in informal, friendly discussion with students) [4] [3] [2] [1] [0]
Comments

37. Using behaviors that indicate affection for students (e.g., the teacher uses humor and friendly banter appropriately with students) [4] [3] [2] [1] [0]
Comments
38. Displaying objectivity and control (e.g., the teacher behaves in ways that indicate he or she does not take infractions personally)

Comments

I. **What will I do to communicate high expectations for all students?**

39. Demonstrating value and respect for low-expectancy students (e.g., the teacher demonstrates the same positive affective tone with low-expectancy students as with high-expectancy students)

Comments

40. Asking questions of low-expectancy students (e.g., the teacher asks questions of low-expectancy students with the same frequency and level of difficulty as with high-expectancy students)

Comments

41. Probing incorrect answers with low-expectancy students (e.g., the teacher inquires into incorrect answers with low-expectancy students with same depth and rigor as with high-expectancy students)

Comments

___________________________________________________  ______________________________________
Student Teacher Signature                              Date

___________________________________________________  ______________________________________
Evaluator Signature                                     Date