

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".

PERSONAL/PROFESSIONAL SKILLS

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Enthusiasm for Teaching | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 2. Attendance, Punctuality, Reliability | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 3. Initiative, Flexibility, Judgment | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 4. Academic/Affective Preparation | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |

Comments:

LESSON SEGMENTS INVOLVING ROUTINE EVENTS

A. Communicating Learning Goals and Feedback

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. Providing rigorous learning goals and performance scales | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 2. Tracking student progress | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 3. Celebrating student success | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 4. Establishing classroom rules, routines, and procedures | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |

Comments:

LESSON SEGMENTS ADDRESSING CONTENT

B. Helping Students Interact with New Knowledge

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 5. Identifying critical content | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 6. Organizing students to interact with new content | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 7. Previewing content | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 8. Helping students process content | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 9. Helping students elaborate on content | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |

Comments:

C. Helping Students Practice and Deepen Knowledge

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 10. Reviewing content | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 11. Organizing students to practice and deepen knowledge | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 12. Helping students to examine similarities and differences | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |
| 13. Helping students examine their reasoning | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 |

14. Helping students practice skills, strategies, and processes 4 3 2 1 0

15. Helping students revise knowledge 4 3 2 1 0

Comments:

D. Helping Students Generate and Test Hypotheses

16. Organizing students for cognitively complex tasks 4 3 2 1 0

17. Engaging students in cognitively complex tasks 4 3 2 1 0

Comments:

LESSON SEGMENTS ENACTED ON THE SPOT

E. Engaging Students

18. Using engagement strategies 4 3 2 1 0

Comments:

F. Recognizing Adherence to Rules and Procedures

19. Applying consequences for lack of adherence to rules and procedures 4 3 2 1 0

20. Acknowledging adherence to rules and procedures 4 3 2 1 0

Comments:

G. Effective Relationships with Students

- 21. Understanding students’ interests and backgrounds 4 3 2 1 0
- 22. Using verbal and nonverbal behaviors that indicate affection for students 4 3 2 1 0
- 23. Displaying objectivity and control 4 3 2 1 0

Comments:

H. High Expectations for All Students

- 24. Demonstrating value and respect for low expectancy students 4 3 2 1 0
- 25. Asking questions of low expectancy students 4 3 2 1 0
- 26. Probing incorrect answers with low expectancy students 4 3 2 1 0

Comments:

PROFESSIONAL DISPOSITIONS

Please use the following scale to assess the disposition statements below.

Outstanding demonstration of this disposition	4
Competent, effective demonstration of this disposition	3
Acceptable, adequate demonstration of this disposition	2
Making progress toward demonstration of this disposition	1
Unacceptable, inconsistent demonstration of this disposition	0

- 1. Demonstrates respect for human diversity, community, and cultural perspectives.

4 3 2 1 0

2. Collaborates with others (faculty, supervising practitioners, peers, students, and parents) in a thoughtful and considerate manner.

4 3 2 1 0

3. Demonstrates clear understanding of legal and moral obligations of the profession and mandated reporting responsibilities.

4 3 2 1 0

4. Demonstrates professional demeanor through respectful discourse and interactions with peers, mentors, and other colleagues.

4 3 2 1 0

5. Evinces commitment to profession of teaching.

4 3 2 1 0

6. Receptive to constructive feedback and reflects on his/her work, behavior, and/or practice.

4 3 2 1 0

7. Exhibits personal ethics and integrity.

4 3 2 1 0

Overall Comments:

Student Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____