

Donald R. Watson School of Education
Performance Evaluation Scale for Teacher Interns

INITIAL/MIDTERM

Intern _____

Date _____

School _____

Grade Level _____

*On each category rate interns **N**, **I**, **E** or **P** as defined below. Note areas of special strength through comments.*

N = Not evident - The intern has not performed in this category, or the category is not applicable

I = Inadequate - The intern's performance reflects unsatisfactory understanding, skills and/or attitudes

E = Emerging competence - The intern demonstrates a pattern of improvement

P = Proficient for beginning teacher - Intern demonstrates consistent, competent, initial level performance

	INITIAL	MIDTERM
1.0 Academic Knowledge		
1.1 Subject matter knowledge		
1.2 Knowledge of curriculum expectations		
2.0 Pedagogical Knowledge		
2.1 Knowledge of content-related pedagogy		
2.2 Knowledge of resources and technology		
2.3 Knowledge of techniques for differentiating instruction		
2.4 Knowledge of alternative approaches to learning		
3.0 Knowledge of Learners and Schools		
3.1 Knowledge of developmental characteristics of learners		
3.2 Knowledge of learners' academic skills and abilities		
3.3 Knowledge of learners' interests and cultural heritage		
3.4 Understanding of school organization and philosophy		
4.0 Interactions with Learners and Classroom Management		
4.1 Establishment of climate and culture for learning		
4.2 Appropriate teacher interactions with learners		
4.3 Development of relationships with individual learners		
4.4 Promotion of positive interactions with peers and other adults		
4.5 Sensitivity to learners' needs, interests, and capabilities		
4.6 Respect for learners of all races, cultures, and special needs		
4.7 Establishment of classroom rules and routines		
4.8 Development of independence and self-regulation		
4.9 Response to appropriate and inappropriate behavior		
4.10 Development and implementation of management plans		
4.11 Organization of resources including physical space		
5.0 Assessment		
5.1 Assessment of prior knowledge and entry-level abilities		
5.2 Observation and analysis of behaviors and interactions		
5.3 Evaluation of learning outcomes		
5.4 Analysis of learning differences of individuals and groups		
5.5 Use and interpretation of assessment instruments		
6.0 Planning		
6.1 Development of long-range plans consistent with curriculum expectations		
6.2 Development of instructional plans for class, groups, and/or individuals		
6.3 Identification of goals and specific learning objectives		
6.4 Analysis of learner capabilities		
6.5 Identification of essential prior learnings		
6.6 Provision for motivational aspects of learning		
6.7 Sequencing of instruction		
6.8 Congruence of evaluation with learning objectives		
6.9 Provision for physical setting to accommodate learning		
6.10 Development of strategies appropriate for types and phases of learning		

		INITIAL	MIDTERM
7.0	Instruction/Learning Interactions		
	7.1 Use of strategies appropriate for types and phases of learning		
	7.2 Communication of tasks, activities, examples, expectations		
	7.3 Presentation of content		
	7.4 Learning guidance and assistance		
	7.5 Use of models and demonstrations for new learnings		
	7.6 Reinforcement and corrective feedback		
	7.7 Use of questioning and discussion		
	7.8 Use of groups to meet learning goals and objectives		
	7.9 Allocation and use of time		
	7.10 Adjustment of conditions to meet needs of diverse learners		
	7.11 Use of material, human and technological resources		
	7.12 Level of learner engagement		
	7.13 Evidence of student learning		
8.0	Communication		
	8.1 Oral and written communication		
	8.2 Communication to families and others about learning progress		
	8.3 Involvement of families in school program and activities		
	8.4 Consultations to support student learning and well-being		
9.0	Record Keeping		
	9.1 Maintenance and transmission of records of learning and progress		
	9.2 Management of documentation for learners with special needs		
10.0	Professional Attitudes		
	10.1 Commitment to teaching and to learning		
	10.2 Respect for others and other cultures		
	10.3 Respect for learning in other disciplines		
	10.4 Commitment to growth and development of learners		
	10.5 Sensitivity to physical and emotional needs of learners		
	10.6 Collaboration and cooperation with others		
	10.7 Adherence to professional norms of dress and conduct		
	10.8 Contribution to the development of a school culture for learning		
	10.9 Participation in school and district events and projects		
11.0	Personal/Professional growth		
	11.1 Concern for self-improvement		
	11.2 Ability to reflect on and critique own performance		
	11.3 Openness to the suggestions and ideas of others		
	11.4 Participation in professional development opportunities		
	11.5 Use of formal and informal means of inquiry to improve practice		

COMMENTS:

Signatures: _____ // _____ // _____ //
Intern Date Partnership Teacher Date University Supervisor Date