

*University of Oklahoma ~ Jeannine Rainbolt College of Education*  
*Student Teaching Internship Evaluation*

To be completed individually by the Intern, Cooperating Teaching, and University Supervisor. The Intern receives all of the Evaluation Forms following the three-way conferences.

<b>Intern/Student Teacher:</b>	<b>Date of Evaluation:</b>
<b>Person Completing the Evaluation:</b>	<b>Circle:      Supervisor      or      Cooperating Teacher</b>
<b>School:</b>	<b>Grade Level/Subject:</b>

Please circle which evaluation:

**Midterm Evaluation**

**Final Evaluation**

The ten sections of this rubric correspond to the ten Model Core Teaching Standards of the Interstate Teacher Assessment Support Consortium (InTASC). For each standard, the rubric lists characteristics that illustrate three levels of intern performance: Developing, Proficient, and Advanced. **It is important to note that the *Proficient* category represents the expected level of attainment at the conclusion of the student teaching internship.** That is, a successful intern would be expected to receive ratings of *Proficient* on the majority of the InTASC standards at the end-of-semester evaluation. The characteristics in the *Developing* category describe performance that has not yet developed to the level expected of a teacher candidate who is completing the student teaching internship. The characteristics in the *Advanced* category describe the skills expected of an experienced classroom teacher; therefore, it would be rare for a student teaching intern to earn ratings of *Advanced*.

**Directions.** For each of the InTASC Standards below, two methods of evaluation are provided: a rubric with expected criteria for each level and space for narrative comments. Please assess the intern/student teacher's progress in each criterion by placing an X in the rubric to indicate whether performance is Developing, Proficient, or Advanced, and then provide comments as needed. The University Supervisor, the Cooperating Teacher, and the Intern should complete this evaluation twice during the student teaching internship. The Midterm Evaluation should be used as a formative assessment to provide insight into areas of improvement for the Intern, the Final Evaluation is a summative assessment for completion of the program.

**InTASC Standard 1 (CAEP R1.1)**

**Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

_____ Developing (1)	_____ Proficient (2)	_____ Advanced (3)
The teacher candidate understands how learners grow and develop.	The teacher candidate understands how learners grow and develop, <b>recognizing that patterns of learning and development</b> vary individually within and across the cognitive, linguistic, social, emotional, or physical areas.	The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, or physical areas, and designs and implements developmentally appropriate and <b>challenging learning experiences</b> .

Comments:

**InTASC Standard 2 (CAEP R1.1)**

**Learner Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

_____ Developing (1)	_____ Proficient (2)	_____ Advanced (3)
The teacher candidate understands how diverse cultures and communities affect a learning environment.	The teacher candidate uses their understanding of individual differences and diverse cultures and communities to <b><i>ensure inclusive learning environments</i></b> .	The teacher candidate uses their understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments <b><i>that enable each learner to meet high standards in a large group</i></b> .

Comments:

**InTASC Standard 3 (CAEP R1.1)**

**Learner Environments.** The teacher works with others to create environments that support individual and collaborative learning that encourage positive social interaction, active engagement in learning and self-motivation.

_____ Developing (1)	_____ Proficient (2)	_____ Advanced (3)
The teacher candidate works with others to create organized and safe environments that encourage positive social interaction.	The teacher candidate works with others to create environments that support individual and <b><i>collaborative learning</i></b> and encourage positive social interaction.	The teacher candidate works with others to create environments that support individual and collaborative learning that encourage positive social interaction, active engagement in learning and <b><i>self-motivation</i></b> .

**Comments:**

**InTASC Standard 4 (CAEP R1.2)**

**Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content.

_____ Developing (1)	_____ Proficient (2)	_____ Advanced (3)
The teacher candidate understands the central concepts and structures of the discipline that they teach.	The teacher candidate understands central concepts, tools of inquiry and structures of the discipline(s) they teach and <b><i>create learning experiences for learners to assure mastery of content</i></b> .	The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline (s) they teach and creates learning experiences that make the discipline <b><i>accessible</i></b> and meaningful for learners to assure mastery of content.

**Comments:**

**InTASC Standard 5 (CAEP R1.2)**

**Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

_____ Developing (1)	_____ Proficient (2)	_____ Advanced (3)
The teacher candidate understands how to connect concepts by tapping into students' prior knowledge.	The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in <i>collaborative problem solving</i> .	The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving <i>related to authentic and global issues</i> .

**Comments:**

**InTASC Standard 6 (CAEP R1.3)**

**Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, monitor learner progress and guide the teacher and learner's decision making.

_____ Developing (1)	_____ Proficient (2)	_____ Advanced (3)
The teacher candidate understands methods of assessment.	The teacher candidate understands and uses <i>multiple methods of assessment to monitor learner progress</i> .	The teacher candidate understands and uses multiple methods of assessment to <b>engage learners in their own growth</b> , to monitor learner progress and to <i>guide the decision making for the teacher and learner</i> .

**Comments:**

**InTASC Standard 7 (CAEP R1.3)**

**Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

_____ Developing (1)	_____ Proficient (2)	_____ Advanced (3)
The teacher candidate understands that classroom teachers make instructional decisions.	The teacher candidate plans instruction that <i><b>supports every student in meeting learning goals</b></i> by drawing upon knowledge of content areas <i><b>as well as knowledge of learners.</b></i>	The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, <i><b>cross disciplinary skills</b></i> and pedagogy, as well as knowledge of learners and the <i><b>community context.</b></i>

**Comments:**

**InTASC Standard 8 (CAEP R1.3)**

**Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

_____ Developing (1)	_____ Proficient (2)	_____ Advanced (3)
The teacher candidate understands that the use of a variety of instructional strategies encourages learners to develop deep understanding of content.	The teacher candidate understands a variety of instructional strategies and <i><b>uses them to encourage learners to develop a deep understanding of content.</b></i>	The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to <i><b>build skills to apply knowledge in meaningful ways.</b></i>

**Comments:**

**InTASC Standard 9 (CAEP R1.4)**

**Professional Learning and Ethical Practices.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate their practice, particularly the effects of choices and actions on others (learners, families, other professionals, and the community; and adapts practice to meet the needs of each learner.

_____ Developing (1)	_____ Proficient (2)	_____ Advanced (3)
The teacher candidate behaves in a professional manner and maintains the confidentiality of student information that is shared with him/her or he/she has access to.	The teacher candidate <i><b>uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on learners</b></i> and adapts their practice to meet the needs of each learner.	The teacher candidate engages in <i><b>ongoing professional learning and uses evidence to continually evaluate his/her practice,</b></i> particularly effects of their choices and actions on others (learners, families, other professionals and the community) and adapts their practice to meet the needs of each learner.

**Comments:**

**InTASC Standard 10 (CAEP R1.4)**

**Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals and community members to ensure learner growth and advance the profession.

_____ Developing (1)	_____ Proficient (2)	_____ Advanced (3)
The teacher candidate seeks opportunities to collaborate with colleagues to ensure learner growth and advance the profession.	The teacher candidate seeks opportunities to <i><b>take responsibility</b></i> for student learning and to collaborate with learners and colleagues to ensure learner growth and to advance the profession.	The teacher candidate seeks <i><b>appropriate leadership roles and opportunities</b></i> to take responsibility for student learning, to collaborate with learners, families, colleagues, <i><b>other school professionals and community members</b></i> to ensure learner growth and advance the profession.

**Comments:**

**Signature of Student Intern:**

**Signature of Person Completing the Evaluation:**