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| ***Teaching Internship Bi-Weekly Rating Form***  ***(Weeks 3, 5, 7, 9, 11, 13, and 15)*** | | | |
| **Intern:** | **Week #** | | |
| Adapted from Florida Educator Accomplished Practices (FEAPs)  Instructions:  Evaluation to be completed by ***both*** the intern and cooperating teacher on **weeks three, five, seven, nine, eleven, and thirteen.** It is preferred this is typed and submitted as a word document. Use the following scale to assign ratings:  Scale: 1 = Needs Improvement; 2 = Developing; 3 = Meets Expectations; 4 =Exceeds Expectations; 5 = Outstanding | | **I1** | **CT2** |
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| **Section 1. Instructional Design** | |  |  |
| 1a. Aligns instruction with state-adopted standards at the appropriate level of rigor | |  |  |
| 1b. Sequences lessons and concepts to ensure coherence and required prior knowledge | |  |  |
| 1c. Designs instruction for students to achieve mastery | |  |  |
| 1d. Selects appropriate formative assessments to monitor learning | |  |  |
| 1e. Uses diagnostic student data to plan lessons | |  |  |
| **Section 2. Instructional Practice** | |  |  |
| 2a. Organizes, allocates, and manages the resources of time, space and attention | |  |  |
| 2b. Establishes and maintains rapport with students | |  |  |
| 2c. Communicates challenging learning expectations to each student | |  |  |
| 2d. Establishes and maintains consistent standards of classroom behavior | |  |  |
| 2e. Makes the physical environment as safe and conducive as possible | |  |  |
| 2f. Uses instructional time effectively | |  |  |
| **Section 3. Student-Centered Teaching** | |  |  |
| 3a. Makes learning goals and instructional procedures clear to students | |  |  |
| 3b. Makes content comprehensible to students | |  |  |
| 3c. Encourages students to extend their thinking | |  |  |
| 3d. Monitors students' understanding through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands | |  |  |
| **Section 4. Teacher Professionalism** | |  |  |
| 4a. Professional behavior is consistent with the Code of Ethics & Principles of Professional Conduct of the Education Profession in Florida | |  |  |
| 4b. Presents a professional appearance in dress, grooming, attitude, and demeanor | |  |  |
| 4c. Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students | |  |  |
| 4d. Communicates with parents or guardians about student learning | |  |  |
| 4e. Is punctual, uses mature judgment, provides accurate reports and records (professional responsibility) | |  |  |
| **Section 5. Reflective and Autonomous Practitioner** | |  |  |
| 5a. Demonstrates responsiveness to supervision (ability to accept constructive criticism and incorporate suggestions into teaching performance) | |  |  |
| 5b. Demonstrates enthusiasm for teaching | |  |  |
| 5c. Demonstrates initiative and self–reliance | |  |  |
| 5d. Demonstrates a sense of efficacy | |  |  |
| 5e. Reflects on the extent to which learning goals were met | |  |  |
| Intern Comments: | | | |
| Cooperating Teacher Comments: | | | |