

Teaching Internship Bi-Weekly Rating Form (Weeks 3, 5, 7, 9, 11, and 13)

Intern: _____ Week # _____

| Adapted from Florida Educator Accomplished Practices (FEAPs) | I ¹ | CT ² |
|---|----------------|-----------------|
| <p><u>Instructions:</u> Evaluation to be completed by <i>both</i> 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</p> | | |
| Section 1. Instructional Design and Lesson Planning | | |
| 1a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity | | |
| 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 | | |
| 1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies | | |
| 1g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally | | |
| Section 2. The Learning Environment | | |
| 2a. Organizes, allocates, and manages the resources of time, space and attention | | |
| 2b. Manages individual and class behaviors through a well-planned management system | | |
| 2c. Conveys high expectations to all students; | | |
| 2d. Respects students' cultural linguistic and family background; | | |
| 2e. Models clear, acceptable oral and written communication skills; | | |
| 2f. Maintains a climate of openness, inquiry, fairness and support | | |
| 2g. Integrates current information and communication technologies | | |
| 2h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S | | |
| 2i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals | | |
| 2j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. | | |
| Section 3. Instructional Delivery and Facilitation | | |
| 1b. Deliver engaging and challenging lessons | | |
| 3b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter | | |
| 3c. Identify gaps in students' subject matter knowledge | | |
| 3d. Modify instruction to respond to preconceptions or misconceptions | | |
| 3e. Relate and integrate the subject matter with other disciplines and life experiences | | |
| 3f. Employ questioning that promotes critical thinking | | |
| 3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding | | |
| 3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students; | | |
| 3i Support, encourage, and provide immediate and specific feedback to students to promote student achievement | | |

| | | |
|--|--|--|
| 3j. Utilize student feedback to monitor instructional needs and to adjust instruction | | |
| Section 4. Assessment | | |
| 4a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process | | |
| 4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery | | |
| 4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains | | |
| 4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge | | |
| 4e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) | | |
| 4f. Applies technology to organize and integrate assessment information. | | |
| Section 5. Continuous Professional Improvement | | |
| 5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs | | |
| 5b. Examines and uses data-informed research to improve instruction and student achievement | | |
| 5c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons | | |
| 5d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement | | |
| 5e. Engages in targeted professional growth opportunities and reflective practices | | |
| 5f. Implements knowledge and skills learned in professional development in the teaching and learning process | | |
| Section 6. Professional Responsibility and Ethical Conduct | | |
| 6a. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. | | |
| 6b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S. | | |
| 6c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. | | |
| <u>Intern Comments:</u> | | |
| <u>Cooperating Teacher Comments:</u> | | |