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