Final Internship Evaluation Results, Fall 2018 through Spring 2023

The10 semesters of data provide a comparison of pre-pandemic (F '18-SP '20), pandemic (F '20-F '21), and post-pandemic (SP '22-SP '23).evaluations. It appears that evaluations were more nuanced during in-person instruction pre- and post-pandemic. The data also indicates that on average, WMU interns are consistently skilled in maintaining collaborative and professional relationships and are less skilled at providing specific feedback for student self-analysis and in guiding students in the use of that feedback.

Evaluation Criteria	Spring 2023 (n=132)	Fall 2022 (n=102)	Spring 2022 (n=127)	Fall 2021 (n=87)	Spring 2021 (n=94)	Fall 2020 (n=76)	Spring 2020 (n=97)	Fall 2019 (n=81)	Spring 2019 (n=91)	Fall 2018 (n=61)
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
Maintains collaborative and professional relationships	3.60	3.65	3.55	3.71	3.63	3.64	3.55	3.50	3.50	3.53
Incorporates feedback to improve professional practice	3.56	3.59	3.49	3.54	3.59	3.64	3.50	3.50	3.55	3.47
Displays respect, sensitivity, honesty and fairness to all	3.53	3.64	3.57	3.63	3.62	3.57	3.56	3.49	3.48	3.56
Plans collaboratively	3.51	3.57	3.50	3.65	3.54	3.61	3.50	3.45	3.43	3.47
Abides by law, professional ethics, and school policies	3.48	3.57	3.46	3.53	3.44	3.50	3.46	3.44	3.42	3.49
Presents facts accurately	3.46	3.45	3.42	3.52	3.46	3.46	3.51	3.36	3.36	3.44
Instructional adjustment	3.46	3.49	3.50	3.48	3.54	3.56	3.26	3.43	3.32	3.38
Establishes a safe and accesible learning environment	3.46	3.48	3.47	3.52	3.51	3.57	3.46	3.43	3.38	3.41
Responss effectively to student behavior	3.42	3.44	3.40	3.48	3.44	3.50	3.39	3.32	3.34	3.35
Creates rigorous learning activities to match rigorous learnng objectives	3.41	3.48	3.43	3.57	3.51	3.48	3.38	3.34	3.35	3.37
Provides clear and accurate explanations of content	3.40	3.41	3.42	3.53	3.51	3.50	3.36	3.37	3.34	3.42
Application of learning theory	3.40	3.48	3.39	3.47	3.46	3.46	3.35	3.31	3.33	3.42
Established classroom routines	3.38	3.53	3.44	3.54	3.50	3.58	3.49	3.37	3.36	3.32
Uses a variety of effective instructional strategies	3.38	3.46	3.39	3.49	3.45	3.53	3.25	3.30	3.28	3.31
Identification of developmental needs	3.37	3.39	3.37	3.39	3.40	3.44	3.34	3.29	3.30	3.42
Models and guides students	3.36	3.41	3.36	3.34	3.40	3.38	3.23	3.27	3.26	3.34
Utilizes appropriate technology for assessment and instruction	3.35	3.39	3.42	3.41	3.59	3.57	3.22	3.24	3.24	3.32
Provides clear explanations and materials	3.35	3.40	3.40	3.42	3.40	3.40	3.34	3.29	3.35	3.32
Learning activities are varied	3.34	3.35	3.34	3.32	3.36	3.40	3.27	3.28	3.26	3.29
Encourages multiple perspectives in idea analysis	3.34	3.37	3.37	3.37	3.38	3.48	3.33	3.29	3.23	3.34
Uses multiple assessment types for formative and summative feedback	3.34	3.41	3.37	3.43	3.43	3.43	3.25	3.29	3.32	3.42
Sequences instruction to scaffold learner development	3.33	3.36	3.37	3.38	3.36	3.42	3.30	3.24	3.23	3.41
Provides varies learning experiences	3.33	3.45	3.44	3.44	3.41	3.50	3.31	3.34	3.27	3.37
Instructional planning and implementation	3.32	3.45	3.39	3.42	3.43	3.43	3.30	3.32	3.24	3.34
Establishes behavioral norms	3.32	3.37	3.43	3.52	3.43	3.52	3.43	3.38	3.25	3.34
Aligns and documents instructional plans to district curricula	3.31	3.41	3.36	3.40	3.47	3.44	3.33	3.36	3.36	3.37
Communicates with students and families about progress	3.28	3.36	3.26	3.40	3.36	3.42	3.32	3.29	3.22	3.28
Materials and resources support learning goals	3.28	3.40	3.34	3.43	3.34	3.42	3.20	3.25	3.26	3.30
Consults research and colleagues for self-development and improvement	3.27	3.35	3.30	3.44	3.43	3.43	3.33	3.33	3.36	3.38
Incorporates student cultural background and interests into instu	3.27	3.32	3.33	3.34	3.33	3.35	3.24	3.22	3.18	3.29
Provides clear written assessment criteria	3.25	3.31	3.29	3.33	3.33	3.31	3.22	3.17	3.23	3.25
Accurately assesses effectiveness of instructional choices	3.25	3.30	3.30	3.38	3.38	3.44	3.21	3.25	3.28	3.32
Corrects content misconceptions	3.25	3.31	3.27	3.32	3.31	3.40	3.22	3.24	3.24	3.30
Designs inclusive learning experiences	3.23	3.27	3.25	3.34	3.31	3.36	3.22	3.21	3.18	3.33
Utilizes resources and prior knowledge in planning	3.22	3.33	3.27	3.35	3.31	3.34	3.28	3.17	3.26	3.34
Uses assessment results to plan instruction	3.21	3.25	3.26	3.37	3.28	3.35	3.26	3.16	3.19	3.23
Maintains accurate records	3.21	3.26	3.23	3.35	3.28	3.34	3.19	3.22	3.21	3.23
Provides students opportunities to investigate and problem solve	3.20	3.28	3.23	3.28	3.23	3.33	3.13	3.16	3.12	3.20
Utilizes action research to support student learning	3.17	3.24	3.22	3.41	3.27	3.32	3.23	3.08	3.11	3.20
Provides specific feedback for student self-analysis	3.16	3.12	3.23	3.27	3.21	3.26	3.14	3.10	3.09	3.23
Promotes connnections and critical thinking	3.15	3.24	3.20	3.32	3.27	3.30	3.21	3.04	3.05	3.20
Participates in professional development beyond those required	3.15	3.15	3.10	3.30	3.27	3.34	3.24	3.11	3.21	3.24
Guides students in the use of feedback	3.11	3.17	3.22	3.19	3.21	3.15	3.10	3.11	3.09	3.19

The means for all terms are above the proficient level (3.0). Yellow highlighted areas have means at or above 3.5. Orange highlighted areas have means at or below 3.3.

The Internship Evaluation Rubric is included on the following pages

Administration   >   Form Builder   >   **OCE TEU Internship Evaluation**

OCE TEU INTERNSHIP EVALUATION

General Information	Custom Form	**Preview**	

DOMAIN 1: THE LEARNER AND LEARNING

A. The teacher candidate demonstrates knowledge of how students grow and develop, recognizing that patterns of learning and development vary individually.

InTASC 1
Danielson 1a, 1f, 3e

	Exceptional	Effective	Developing	Ineffective	Score
A1. The teacher candidate demonstrates knowledge of how students grow and develop, recognizing that patterns of learning and development vary individually. InTASC 1 Danielson 1a, 1f, 3e ☐ NA	○ 4 In addition to "effective", Justifies instructional choices without prompting from cooperating teacher.	○ 3 Applies learning theories to the design of instruction and can justify instructional choices.	○ 2 Cites learning theory but only applies understanding into design of instruction.	○ 1 Fails to apply learning theory in design of instruction or to provide evidence of knowledge of learning theory.	[Score]
	○ 4 In addition to "effective", Plans and effectively implements multiple instructional strategies that support individual needs and provide choice for developmentally diverse learners;	○ 3 Identifies developmental needs of all students through formal and informal assessments.	○ 2 Identifies developmental needs of most students through informal assessments.	○ 1 Does not accurately identify developmental needs of students.	[Score]

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A2. The teacher candidate demonstrates knowledge of how students grow and develop, recognizing that patterns of learning and development vary individually.

readily adjusts instruction in response to student needs.

InTASC 1
Danielson 1a, 1f, 3e

☐ NA

Rubric Score:

Rubric Mean:

B. The teacher candidate designs and implements developmentally appropriate and challenging learning experiences.

InTASC 1

Danielson 1b, 1e

	Exceptional	**Effective**	**Developing**	**Ineffective**	**Score**
B1. The teacher candidate designs and implements developmentally appropriate and challenging learning experiences. InTASC 1 Danielson 1b, 1e ☐ NA	○ 4 In addition to "effective" Plans and effectively implements multiple instructional strategies that support individual needs.	○ 3 Plans and effectively implements instructional strategies that support developmentally diverse learners.	○ 2 Plans include instructional strategies that support developmentally diverse learners, but strategies are not consistently well implemented during learning experiences.	○ 1 Plans do not include instructional strategies that support developmentally diverse learners.	Score
	○ 4 In addition to "effective" Readily adjusts	○ 3 Makes efforts to adjust instruction based on	○ 2 Struggles to ad- Skip Navigation	○ 1 Expectations of tudents are nrealistic.	Score

B2. The teacher candidate designs and implements developmentally appropriate and challenging learning experiences. InTASC 1 Danielson 1b, 1e ☐ NA	instruction in response to student needs and makes effort to provide choices for developmentally diverse learners.	student needs.

Rubric Score:

Rubric Mean:

C. The teacher candidate designs inclusive learning experiences that incorporate knowledge of the students' commonalities, individual differences, and diverse cultures and communities.

InTASC 2
Danielson 1b

	Exceptional	Effective	Developing	Ineffective	Score
C1. The teacher candidate designs inclusive learning experiences that incorporate knowledge of the students' commonalities, individual differences, and diverse cultures and communities. InTASC 2 Danielson 1b ☐ NA	○ 4 In addition to "effective" Uses ongoing data collection to monitor student performance and adjust instruction accordingly.	○ 3 Collects and incorporates data from various resources (assessments, colleagues, parents/guardians. etc.) to design inclusive learning experiences.	○ 2 Collects data on ability levels of students but struggles to effectively use data consistently in the design of learning experiences.	○ 1 Collects no data on the varied ability levels among students.	*Score*
	○ 4	○ 3	○ 2	○ 1	*Score*

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C2. The teacher candidate designs inclusive learning experiences that incorporate knowledge of the students' commonalities, individual differences, and diverse cultures and communities.	In addition to "effective" Planning and instruction provide opportunities for student choice related to knowledge of students' varied interests, backgrounds, and cultures.	Identifies and effectively incorporates knowledge of students' varied interests, backgrounds, and cultures in the design of learning experiences.	Identifies information about students' interests, backgrounds, and cultures buts does not consistently incorporate information in design of learning experiences.	Is unaware of students' interests, backgrounds, and cultures has not assumed responsibility for learning and incorporating information in design of learning experiences.

InTASC 2
Danielson 1b
☐ NA

			Rubric Score:	
			Rubric Mean:	

D. The teacher candidate works with others to create a safe & positive learning environment marked by respect and responsibility.

InTASC 3
Danielson 2a, 2b, 2c, 2d

	Exceptional	**Effective**	**Developing**	**Ineffective**	**Score**
D1. The teacher candidate works with others to create a safe & positive learning environment marked by respect and responsibility. InTASC 3 Danielson 2a, 2b, 2c, 2d ☐ NA	○ 4 In addition to "effective" Encourages self-sufficiency; when necessary, students respectfully correct one another.	○ 3 Establishes and consistently enforces norms for behavior, including respect for others, self, and learning resources.	○ 2 Establishes norms for behavior, including respect for others, self, and learning resources but is inconsistent in enforcement.	○ 1 Establishes no norms for behavior; disrespectful or insensitive interactions common.	Score
	○ 4	○ 3	○ 2	○ 1	Score

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| **D2.** The teacher candidate works with others to create a safe & positive learning environment marked by respect and responsibility.

InTASC 3
Danielson 2a, 2b, 2c, 2d
☐ NA | In addition to "effective" Environment empowers students to ensure that classroom routines are accomplished smoothly. | Employs well-established classroom routines that work efficiently to promote student responsibility. | Attempts to establish classroom routines, but students are confused about how to carry them out. | There do not appear to be established classroom routines; significant time spent off-task because of unclear procedures. | |

| **D3.** The teacher candidate works with others to create a safe & positive learning environment marked by respect and responsibility.

InTASC 3
Danielson 2a, 2b, 2c, 2d
☐ NA | ○ 4

In addition to "effective" Environment empowers students to respectfully intervene with classmates when appropriate. | ○ 3

Demonstrates fairness, consistency, empathy and respect in effectively responding to student behavior. | ○ 2

Can be inconsistent in response to student behavior; sometimes appears unfair or disrespectful. | ○ 1

Responds ineffectively or is unresponsive to student behavior; is unfair and disrespectful. | *Score* |

| **D4.** The teacher candidate works with others to create a safe & positive learning environment marked by respect and responsibility.

InTASC 3
Danielson 2a, 2b, 2c, 2d
☐ NA | ○ 4

In addition to "effective" Environment empowers students to take initiative to adjust physical environment when appropriate. | ○ 3

Arranges physical learning environment with safety and accessibility of materials/teacher by all students in mind. | ○ 2

Arranges physical learning environment with safety in mind and most students can access materials or see/hear the teacher. | ○ 1

Physical learning environment presents hazards that endanger student safety; many students cannot access materials or see/hear the teacher. | *Score* |

Rubric Score:

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Rubric Mean:

Comments:

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DOMAIN 2: CONTENT

E. The teacher candidate demonstrates appropriate depth of understanding of the central concepts, tools of inquiry, and structures of their discipline(s).

InTASC 4
Danielson: 1a, 1d, 3a

	Exceptional	Effective	Developing	Ineffective	Score
E1. The teacher candidate demonstrates appropriate depth of under-standing of the central concepts, tools of inquiry, and structures of their discipline(s). InTASC 4 Danielson: 1a, 1d, 3a ☐ NA	○ 4 In addition to "effective" Applies excep-tional command of the discipline to benefit in-struction: con-tent knowledge; methodology and skills; com-mitment to using current scholar-ship and re-sources in plan-ning and instruc-tion; reinforce-ment of central understandings.	○ 3 Utilizes prior knowledge and reliable re-sources to plan for teaching con-tent that is accu-rate and reflects current knowl-edge in the field.	○ 2 Presents content in a generally ac-curate manner.	○ 1 Makes inaccu-rate statements about content.	Score

E2. The teacher candidate demonstrates appropriate depth of understanding of the central concepts, tools of inquiry, and structures of their discipline(s). InTASC 4 Danielson: 1a, 1d, 3a ☐ NA	○ 4 In addition to "effective" Provides ample, well- designed opportunities for students to contribute to extending the content by explaining concepts to their classmates.	○ 3 Provides explanations and materials that help students organize content around central concepts & themes.	○ 2 Minimally reinforces central concepts.	○ 1 Overemphasizes details and examples without linkages to, and reinforcement of, central concepts.	Score
E3. The teacher candidate demonstrates appropriate depth of understanding of the central concepts, tools of inquiry, and structures of their discipline(s). InTASC 4 Danielson: 1a, 1d, 3a ☐ NA	○ 4 In addition to "effective" Provides ample, well- designed opportunities for students to engage in inquiry and the methods of the discipline.	○ 3 Models and guides students in modes of inquiry and other methods appropriate to the discipline.	○ 2 Presents limited guidance and opportunities for inquiry and practice in the discipline.	○ 1 Misrepresents or fails to employ methods in the discipline, including inquiry.	Score

	Rubric Score:
	Rubric Mean:

F. The teacher candidate creates learning experiences in which content is accurate, accessible, and meaningful for students.

InTASC 4
Danielson: 1a, 3a, 3b

	Exceptional	**Effective**	**Developing**	**Ineffective**	**Score**
	○ 4	○ 3	Skip Navigation	○ 1	Score

| **F1.** The teacher candidate creates learning experiences in which content is accurate, accessible, and meaningful for students.

InTASC 4
Danielson: 1a, 3a, 3b
☐ NA | In addition to "effective" Systematically incorporates relevant resources that enhance meaning and aid in students' grasp of subject matter. | Provides accurate and relevant explanations of content that promote meaningful student learning. | Provides accurate content explanations but fails to provide relevance and meaning. | Provides inaccurate and irrelevant explanations of content. | |

| **F2.** The teacher candidate creates learning experiences in which content is accurate, accessible, and meaningful for students.

InTASC 4
Danielson: 1a, 3a, 3b
☐ NA | ○ 4

In addition to "effective" Creates varied learning experiences that preempt, dispel, or work through common misconceptions in content area. | ○ 3

Identifies, anticipates, or corrects content misconceptions prior to and during instruction. | ○ 2

Partially addresses students' content misconceptions | ○ 1

Fails to address students' content misconceptions prior to and during instruction. | Score |

| **F3.** The teacher candidate creates learning experiences in which content is accurate, accessible, and meaningful for students.

InTASC 4
Danielson: 1a, 3a, 3b
☐ NA | ○ 4

In addition to "effective" Provides a variety of appropriately challenging learning experiences that are differentiated for the needs of individual students. | ○ 3

Provides varied learning experiences that make content accessible to all students. | ○ 2

Provides learning experiences that allow only limited accessibility to content. | ○ 1

Employs a single instructional mode when variety would promote accessibility of content. | Score |

Rubric Score:

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Rubric Mean:

G. The teacher candidate guides students to apply content knowledge, interdisciplinary connections and critical thinking skills to address real world issues and perspectives relevant to the students' lives.

InTASC 5

Danielson: 1a, 1d, 3c

	Exceptional	Effective	Developing	Ineffective	Score
G1. The teacher candidate guides students to apply content knowledge, interdisciplinary connections and critical thinking skills to address real world issues and perspectives relevant to the students' lives. InTASC 5 Danielson: 1a, 1d, 3c ☐ NA	○ 4 In addition to "effective" Provides students with additional resources that extend student knowledge and can be used to explore real world issues from multiple perspectives.	○ 3 Promotes interdisciplinary connections and critical thinking skills to explore real world issues relevant to students' lives.	○ 2 Makes adequate attempts to connect disciplinary and real-world issues.	○ 1 Omits interdisciplinary approaches and/or critical inquiry that address(s) real world issues.	*Score*
G2. The teacher candidate guides students to apply content knowledge, interdisciplinary connections and critical thinking skills to address real world issues and perspectives relevant to the students' lives. InTASC 5 Danielson: 1a, 1d, 3c ☐ NA	○ 4 In addition to "effective" Allows student choice of an authentic question or real-world issue.	○ 3 Provides opportunities & support for students to engage in investigating, analyzing, & problem solving authentic questions.	○ 2 Leads mostly teacher- centered investigations of authentic questions.	○ 1 Provides no student- centered opportunities to explore authentic questions.	*Score*
	○ 4	○ 3	Skip Navigation	○ 1	*Score*

G3. The teacher candidate guides students to apply content knowledge, interdisciplinary connections and critical thinking skills to address real world issues and perspectives relevant to the students' lives.	In addition to "effective" The environment empowers students to consider their own perspectives, analyze, and explain their thinking.	Encourages analysis of ideas from multiple perspectives to develop understanding of a topic.	Struggles to include all important perspectives on a debatable or multi-dimensional topic.	Provides only a single perspective on a debatable or multi-dimensional topic.

InTASC 5
Danielson: 1a, 1d, 3c

☐ NA

Rubric Score:

Rubric Mean:

Comments:

DOMAIN 3: INSTRUCTIONAL PRACTICE

H. The teacher candidate uses, designs, or adapts multiple methods of assessment that meet the needs of all students in measuring and monitoring progress towards student learning outcomes.

InTASC 6
Danielson: 1f, 3d, 4b

Skip Navigation

	Exceptional	Effective	Developing	Ineffective	Score
H1. The teacher candidate uses, designs, or adapts multiple methods of assessment that meet the needs of all students in measuring and monitoring progress towards student learning outcomes. InTASC 6 Danielson: 1f, 3d, 4b ☐ NA	○ 4 In addition to "effective" Assessment criteria allow for student choice.	○ 3 Provides clearly written assessment criteria; instructions are clear.	○ 2 Provides written assessment criteria but instructions are vague.	○ 1 Provides no written assessment criteria.	Score
H2. The teacher candidate uses, designs, or adapts multiple methods of assessment that meet the needs of all students in measuring and monitoring progress towards student learning outcomes. InTASC 6 Danielson: 1f, 3d, 4b ☐ NA	○ 4 In addition to "effective" Consistently uses formal and informal assessment results to adjust instruction in real time.	○ 3 Uses multiple and varied types of assessment, both formative and summative, to identify and monitor students' needs and measure learning outcomes.	○ 2 Uses only summative assessments to measure learning outcomes.	○ 1 Uses inappropriate assessments or assessments do not match learning outcomes.	Score
	○ 4 In addition to "effective" Provides students the oppor-	○ 3 Maintains organized and informative records	○ 2 Maintains a minimal record of	○ 1 Fails to maintain a record of learner progress.	Score

Skip Navigation

H3. The teacher candidate uses, designs, or adapts multiple methods of assessment that meet the needs of all students in measuring and monitoring progress towards student learning outcomes.

InTASC 6

Danielson: 1f, 3d, 4b

☐ NA

tunity to contribute information and participate in maintaining records of progress.

of learner progress.

Rubric Score:

Rubric Mean:

I. The teacher candidate uses assessment and feedback to engage students in their own growth.

InTASC 6

Danielson: 3d

	Exceptional	Effective	Developing	Ineffective	Score
I1. The teacher candidate uses assessment and feedback to engage students in their own growth. InTASC 6 Danielson: 3d ☐ NA	○ 4 In addition to "effective" Provides resources that scaffold feedback given in lessons and allows students to determine their next steps.	○ 3 Provides systematic and specific feedback that enables students to assess their own work and make improvements.	○ 2 Provides general feedback to students.	○ 1 Fails to provide feedback to students beyond grades or number of incorrect responses.	Score
	○ 4	○ 3	○ 2	○ 1	Score

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I2. The teacher candidate uses assessment and feedback to engage students in their own growth. InTASC 6 Danielson: 3d ☐ NA	In addition to "effective" Provides opportunities for peer feedback on progress with respect to tasks and learning objective(s).	Guides students to use feedback to evaluate their own strengths and needs.	Encourages students to use feedback to evaluate their own strengths and needs.	Does not allow students to evaluate their own strengths and needs.
			Rubric Score:	
			Rubric Mean:	

J. The teacher candidate creates sequential instructional plans that apply knowledge of research, content, pedagogy, and assessment of learner progress.

InTASC 7
Danielson: 1b, 1c, 3c, 3e

	Exceptional	**Effective**	**Developing**	**Ineffective**	**Score**
J1. The teacher candidate creates sequential instructional plans that apply knowledge of research, content, pedagogy, and assessment of learner progress. InTASC 7 Danielson: 1b, 1c, 3c, 3e ☐ NA	○ 4 In addition to "effective" Plans opportunities for students to make choices for their own learning.	○ 3 Plans lessons based on assessment results, developmental levels, IEPs, interests, needs, and relevant theory and research.	○ 2 Plans lessons based on only some of the following: assessment results, development levels, IEPs, interests, needs or relevant theory and research.	○ 1 Plans lessons based on irrelevant choices or fails to plan lessons.	Score
	○ 4 In addition to "effective" Provides students opportunities for reflection	○ 3 Sequences instruction to scaffold learner development of	○ 2 Uses ineffective instructional scaffolding that fails to move stu...	○ 1 Lessons are not sequential or do not provide instructional caffolding.	Score

Skip Navigation

| J2. The teacher candidate creates sequential instructional plans that apply knowledge of research, content, pedagogy, and assessment of learner progress. | and closure to consolidate their content understanding. | skills and content understanding. | dents to greater content understanding. | |

InTASC 7
Danielson: 1b, 1c, 3c, 3e
☐ NA

J3. The teacher candidate creates sequential instructional plans that apply knowledge of research, content, pedagogy, and assessment of learner progress.	○ 4	○ 3	○ 2	○ 1	*Score*
	In addition to "effective" Connects outcomes to previous and future learning.	Creates rigorous learning objectives and clearly matches learning activities to outcomes.	Creates learning objectives but activities are minimally matched to outcomes.	Does not clearly identify learning objectives or match learning activities to instructional outcomes.	

InTASC 7
Danielson: 1b, 1c, 3c, 3e
☐ NA

| | Rubric Score: |
| | Rubric Mean: |

K. The teacher candidate creates instructional plans that meet school curriculum and state standards.

InTASC 7
Danielson: 3a

	Exceptional	Effective	Developing	Ineffective	Score
	○ 4	○ 3	○ 2	○ 1	*Score*

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K1. The teacher candidate creates instructional plans that meet school curriculum and state standards. InTASC 7 Danielson: 3a ☐ NA	Creates instructional plans that integrate and strongly support broader goals adopted by the district/school.	Sufficiently documents and demonstrates that instructional plans that are aligned with district curriculum goals adopted by the district/school.	Although district curriculum goals are documented in written lesson plans, instructional activities appear to be superficially linked to these goals.	Instructional plans lessons do not appear to be aligned with the district/school curriculum goals.
			Rubric Score:	
			Rubric Mean:	

L. The teacher candidate effectively uses a variety of instructional strategies to enhance students' deep understanding of content.

InTASC 8
Danielson: 1d, 1e, 3b

	Exceptional	**Effective**	**Developing**	**Ineffective**	**Score**
L1. The teacher candidate effectively uses a variety of instructional strategies to enhance students' deep understanding of content. InTASC 8 Danielson: 1d, 1e, 3b ☐ NA	○ 4 In addition to "effective" Adjusts instructional strategies appropriate to individual students' strengths and needs.	○ 3 Uses a variety of effective instructional strategies, materials, and resources to enhance content understanding.	○ 2 Uses a limited number of strategies, instructional materials, or resources where a greater variety would improve students' content understanding.	○ 1 Uses inappropriate or ineffective strategies, instructional materials, or resources.`	Score
	○ 4 In addition to "effective" Provides a variety of appropriately challenging materials and re-	○ 3 Selects materials and resources that support learning goals and improves	○ 2 Selects materials and resources that support learning goals.	○ 1 Materials and resources not well aligned to learning goals.	Score

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L2. The teacher candidate effectively uses a variety of instructional strategies to enhance students' deep understanding of content. InTASC 8 Danielson: 1d, 1e, 3b ☐ NA	sources that are differentiated for students in the class.	students' understanding of content		

L3. The teacher candidate effectively uses a variety of instructional strategies to enhance students' deep understanding of content. InTASC 8 Danielson: 1d, 1e, 3b ☐ NA	○ 4 In addition to "effective" Learning activities permit student choice.	○ 3 Learning activities are varied and align with students' level of content knowledge.	○ 2 Learning activities are moderately challenging and varied.	○ 1 Learning activities not engaging.	Score

			Rubric Score:

			Rubric Mean:

M. The teacher candidate integrates technology into teaching and learning in an appropriate and meaningful way.

InTASC 8
Danielson: 2e, 3c

	Exceptional	Effective	Developing	Ineffective	Score
	○ 4 In addition to "effective" Engages students in using	○ 3 Utilizes appropriate technologies available in the given context to	○ 2 Utilizes technologies available in the given context	○ 1 Does not use technologies or uses inappropri-	Score

Skip Navigation

M1. The teacher candidate integrates technology into teaching and learning in an appropriate and meaningful way.

InTASC 8
Danielson: 2e, 3c
☐ NA

	appropriate technologies that assist them in directing their own learning.	create and implement activities and assessments that meet students' individual abilities, needs, and learning styles to maximize learning.	ties and assessments that are somewhat effective for the specific set of students.	ate technologies for student learning.

Rubric Score:

Rubric Mean:

Comments:

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DOMAIN 4: PROFESSIONAL RESPONSIBILITY

N. The teacher candidate engages in professional learning, reflection, and evaluation of decisions to more effectively meet the needs of each learner.

InTASC 9
Danielson: 1d, 4a, 4e

	Exceptional	Effective	Developing	Ineffective	Score
	○ 4	○ 3	○ 2	○ 1	Score

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| **N1.** The teacher candidate engages in professional learning, reflection, and evaluation of decisions to more effectively meet the needs of each learner.

InTASC 9
Danielson: 1d, 4a, 4e
☐ NA	In addition to "effective" Uses a variety of resources in support of self-development as a learner and teacher.	Consults research literature and colleagues to support self-development as a learner and a teacher.	Consults required resources to support self-development as a learner and teacher.	Ignores literature or other resources that could enhance self- development as a learner and teacher.	

	○ 4	○ 3	○ 2	○ 1	*Score*
N2. The teacher candidate engages in professional learning, reflection, and evaluation of decisions to more effectively meet the needs of each learner.

InTASC 9

Danielson: 1d, 4a, 4e
☐ NA | In addition to "effective" Actively seeks out professional development opportunities. | Participates in professional development opportunities beyond those required. | Participates in required professional development opportunities. | Avoids participation in professional development opportunities. | |

	○ 4	○ 3	○ 2	○ 1	*Score*
N3. The teacher candidate engages in professional learning, reflection, and evaluation of decisions to more effectively meet the needs of each learner.

InTASC 9
Danielson: 1d, 4a, 4e
☐ NA | In addition to "effective" Can include specific indicators of effectiveness to support instructional choices. | Regularly and accurately assesses effectiveness of instructional choices. | Considers effectiveness of instructional choices and has a general sense of impact on student learning. | Considers instructional choices but draws incorrect conclusions about their effectiveness. | |

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	Rubric Score:
	Rubric Mean:

O. The teacher candidate demonstrates appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity.

InTASC 9
Danielson: 1d, 2a, 4f

	Exceptional	**Effective**	**Developing**	**Ineffective**	**Score**
O1. The teacher candidate demonstrates appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity. InTASC 9 Danielson: 1d, 2a, 4f ☐ NA	○ 4 In addition to "effective" Makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the classroom.	○ 3 Displays respect, sensitivity, honesty, and fairness to students and other professionals.	○ 2 Displays respect and honesty to students and other professionals.	○ 1 Displays dishonesty or is disrespectful to students or other professionals.	Score
O2. The teacher candidate demonstrates appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity. InTASC 9 Danielson: 1d, 2a, 4f ☐ NA	○ 4 In addition to "effective" ighly proactive in serving students, seeking out resources when needed.	○ 3 Abides by law, professional ethics, and school policies in areas such as discipline, confidential information, and physical and emotional safety of students.	○ 2 Needs reminders or is inconsistent in abiding by law, professional ethics and school policies in areas such as discipline, confidential information, and physical and emotional safety to students.	○ 1 Does not discipline according to law, professional ethics or school policies in areas such as discipline, confidential information, and physical and emotional safety of students.	Score
	○ 4	○ 3	Skip Navigation	⊃ 1	Score

| **O3.** The teacher candidate demonstrates appropriate level of professional ethics in terms of personal conduct, academic integrity, and emotional maturity.

InTASC 9
Danielson: 1d, 2a, 4f
☐ NA | In addition to "effective" Actively and productively challenges distortion, bias, or prejudice. | Presents facts without distortion, bias, or prejudice. | Presents facts without bias or prejudice. | Displays bias or prejudice in presenting facts or distorts facts in a self-serving manner. | |

			Rubric Score:	
			Rubric Mean:	

P. The teacher candidate engages in ongoing professional learning, uses evidence to continually evaluate his or her practice and adapts practice to meet the needs of each learner.

InTASC 9
Danielson: 4a, 4c

	Exceptional	**Effective**	**Developing**	**Ineffective**	**Score**
P1. The teacher candidate engages in ongoing professional learning, uses evidence to continually evaluate his or her practice and adapts practice to meet the needs of each learner. InTASC 9 Danielson: 4a, 4c ☐ NA	○ 4 In addition to "effective" Demonstrates creativity and persistence in developing targeted and unique interventions to better support student learning.	○ 3 Undertakes independent research and analysis of assessment data to inform creation of instructional activities to support student learning.	○ 2 Articulates concern for improving student growth but needs support to find strategies for improving student learning.	○ 1 Shows little interest in finding ways to better support student learning.	*Score*
	○ 4	○ 3	Skip Navigation	○ 1	*Score*

P2. The teacher candidate engages in ongoing professional learning, uses evidence to continually evaluate his or her practice and adapts practice to meet the needs of each learner.

InTASC 9
Danielson: 4a, 4c
☐ NA

In addition to "effective" Actively seeks opportunities for observation and consistently incorporates feedback to improve professional practice	Welcomes observation and incorporates feedback to improve professional practice.	Allows observation but reluctantly accepts feedback on improving professional practice.	Ignores observation feedback or openly resists suggestions for improving professional practice.

Rubric Score:

Rubric Mean:

Q. The teacher candidate seeks opportunities to collaborate with others to ensure learner growth and advance the profession.

InTASC 10
Danielson: 4d, 4e

	Exceptional	Effective	Developing	Ineffective	Score
Q1. The teacher candidate seeks opportunities to collaborate with others to ensure learner growth and advance the profession. InTASC 10 Danielson: 4d, 4e ☐ NA	○ 4 In addition to "effective" Initiates co-planning sessions with cooperating teacher and other classroom personnel.	○ 3 Plans collaboratively with cooperating teacher and other classroom personnel.	○ 2 Discusses plans with cooperating teacher or other classroom personnel.	○ 1 Plans independently of cooperating teacher and other classroom instruction and other classroom personnel.	Score
	○ 4 In addition to "effective" Positively con-	○ 3 Maintains collaborative and professional rela-	○ 2 Maintains pro Skip Navigation uonsnips ro-	○ 1 Develops negative relationships with colleagues	Score

Q2. The teacher candidate seeks opportunities to collaborate with others to ensure learner growth and advance the profession. InTASC 10 Danielson: 4d, 4e ☐ NA	tributes towards collaborative and professional relationships.	tionships fo-cused on work-ing together to improve instruc-tion and student success.	cused on student success.	and/or lacks awareness of professional boundaries.	
Q3. The teacher candidate seeks opportunities to collaborate with others to ensure learner growth and advance the profession. InTASC 10 Danielson: 4d, 4e ☐ NA	○ 4 In addition to "effective" Provides regular and ongoing up-dates to stu-dents and fami-lies about stu-dents' progress.	○ 3 Communicates with students and/or their fam-ilies about stu-dents' progress.	○ 2 Communicates with students and/or their fam-ilies about stu-dents' progress only when there is a problem.	○ 1 Fails to commu-nicate with stu-dents or families regarding stu-dents' progress.	Score

		Rubric Score:
		Rubric Mean:

Comments:

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Total Score:

Total Mean:

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