

Coastal Carolina University
Spadoni College of Education and Social Sciences
SPA Internship Evaluation: Middle Level (AMLE)

Intern:

University Supervisor:

CCU ID:

Cooperating Teacher:

Program:

School Site:

Course:

Grade/Subject:

Semester:

Date:

Evaluation Type:

- Formative
- Summative
- Consensus

Completed by:

- University Supervisor
- Cooperating Teacher
- Intern

Scoring:

- (4) Exemplary: Far exceeds expectations of a beginning teacher.
- (3) Proficient: Meets expectations of a beginning teacher.
- (2) Developing: Beginning to meet expectations of a beginning teacher.
- (1) Unacceptable: Does not meet expectations of a beginning teacher.

If Formative:

- Expectation is developing or proficient.
- Exemplary rating *requires* supporting evidence.
- Developing may require an improvement plan or other assistance as deemed necessary.
- Unacceptable rating *requires* an improvement plan

If Summative/

- Exemplary rating *requires* supporting evidence.

Consensus:

- Unacceptable rating *requires* an improvement plan and student teaching to be extended or repeated if there is insufficient improvement in the time allotted.

Rubric begins on next page.

I. Ability to apply content and pedagogical knowledge to the teaching and learning process.				
	4	3	2	1
1.1 Demonstrate a thorough knowledge of subject matter and use such knowledge to create effective learning experiences for students (AMLE 1, 2, 3, 4; ADEPT 5ABC, 6ABC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Understand instructional planning and design plans based on knowledge of subject matter, students, community curriculum goals and standards (AMLE 1, 2, 4, 5; ADEPT 1ABCDE, 2ABC, 6ABC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Use of a variety of instructional strategies to encourage students' development of critical thinking and problem solving skills (AMLE 2, 4; ADEPT 4C, 5B, 8C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Manage the classroom to create a positive and safe learning environment (AMLE 1, 3, 5; ADEPT 8ABC, 9ABC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Understand and use formal and informal assessment strategies to evaluate and monitor student learning and to modify instruction (AMLE 1, 2, 4; ADEPT 3ABC, 7ABC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Ability to use technology to improve teaching and learning.				
	4	3	2	1
2.1 Plan and implement effective learning environments and experiences supported by technology (AMLE 2, 3, 4; ADEPT 5AB, 8C)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Apply technology to facilitate effective assessment, evaluation, and productivity practices (AMLE 2, 4; ADEPT 1AD, 2C, 3BC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Ability to work with diverse populations				
	4	3	2	1
3.1 Demonstrate knowledge of different cultural, emotional, developmental and cognitive needs of students (AMLE 1, 3, 5; ADEPT 5ABC, 6ABC, 7ABC, 8ABC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Evaluate, plan and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations (AMLE 1, 2, 4, 5; ADEPT 3ABC, 5ABC, 6ABC, 7ABC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Ability to demonstrate professional behavior and dispositions				
<i>Ratings for this area are completed on a separate instrument</i>				

V. Ability to engage in reflective practice to improve teaching and learning				
	4	3	2	1
5.1 Analyze personal performance to improve teaching and learning (AMLE 2, 3, 4, 5; ADEPT 2C, 3 BC, 10E)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Analyze student performance to improve teaching and learning (AMLE 2, 3, 4, 5; ADEPT 2C, 3ABC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate the following additional indicators.

Developmentally Appropriate (AMLE 1, 2, 3, 4, 5; ADEPT 1ABCD, 2ABC, 3ABC, 5ABC, 7ABC; CF 1.2, 1.3, 1.5, 3.1)

- 4 Exemplary: Candidate consistently demonstrates an understanding of young adolescent development which is evident in their planning, instruction, and assessment.
- 3 Proficient: Candidate demonstrates an understanding of young adolescent development which is evident in their planning, instruction, or assessment.
- 2 Developing: Candidate demonstrates minimal understanding of young adolescent development which is sometimes evident in their planning, instruction, or assessment.
- 1 Unacceptable: Candidate does not demonstrate an understanding of young adolescent development.

Teacher-Student Relationship (AMLE 1, 2, 4, 5; ADEPT 4ABC, 8ABC, 10ACD; CF 1.3, 1.5, 2.1, 2.2, 4.1, 4.2, 5.1, 5.2)

- 4 Exemplary: Candidate establishes mutually respectful relationships with and between young adolescents that support their intellectual, ethical, and social growth which is evident in their instruction, planning, and assessment.
- 3 Proficient: Candidate establishes mutually respectful relationships with and between young adolescents that support their intellectual, ethical, and social growth.
- 2 Developing: Candidate occasionally establishes mutually respectful relationships with and between young adolescents that support their intellectual, ethical, and social growth.
- 1 Unacceptable: Candidate demonstrates inappropriate or does not establish mutually respectful relationship with and between young adolescents that support their intellectual, ethical, and social growth.

Family Communication (AMLE 2, 4, 5; ADEPT 4ABC, 8ABC, 10ACD; CF 2.1, 2.2)

- 4 Exemplary: Candidate used varied communication strategies including technology (teacher-parent verbal communication, simple notes, newsletter, bulletin board, web page). Communications included multiple links to variety of community resources and school events.
- 3 Proficient: Candidate used varied communication strategies including technology (simple notes, newsletter, bulletin board, web page).
- 2 Developing: Candidate demonstrates limited or ineffective attempts to communicate with families.
- 1 Unacceptable: Candidate demonstrates no attempt to communicate with families.

Family Involvement (AMLE 2, 4, 5; ADEPT 4ABC, 8ABC, 10ACD; CF 1.2, 3.1, 3.2, 4.1, 4.2)

- 4 Exemplary: Candidate used wide range of approaches (both at-home and in school) to involve families in child's education. Candidate tried many different approaches in efforts to be successful.
- 3 Proficient: Candidate used variety in the approaches (both at-home and in school) to involve families in student's education. Candidate tried a few additional approaches if not successful.
- 2 Developing: Candidate shows limited or ineffective attempts to involve families.
- 1 Unacceptable: Candidate shows no attempt to involve families in student's education.

Community Involvement (AMLE 5; ADEPT 4ABC, 8ABC, 10ACD; CF 1.1, 1.2, 1.3, 3.1)

- 4 Exemplary: Candidate used a wide range of approaches to involve community in the classroom—including material resources, guest speakers, and helped to plan field trips.
- 3 Proficient: Candidate used a variety of approaches to involve community in the classroom—including material resources, guest speakers, and helped to plan field trips.
- 2 Developing: Candidate shows limited or ineffective attempts to involve community in the classroom.
- 1 Unacceptable: Candidate shows no attempt to involve community in the classroom.

Comments:

University Supervisor Signature:

Date:

Cooperating Teacher Signature:

Date:

Intern Signature:

Date: