**SAMPLE #1**

**EPP Created Assessment**

**Student Teaching Observation Sample**

Purpose and Administration of Assessment:

During student teaching this observation form is completed and assessed by both the cooperating teacher and the university supervisor. The purpose of the Observation Form is for candidates to demonstrate competence in a variety tasks related to quality instruction and impact on student learning. Both the EPP based and school based clinical educator evaluate the candidate.

Description of or plan for the establishment of (at minimum) content validity:

Content validity will be established using Lawshe method for gauging agreement among expert raters regarding how essential specific indicators are on the instrument. The panel of experts will include both EPP based and school based clinical educators. Each indicator on the assessment will have content validity ratio (CVR) determined by the number of experts indicating that the indicator is essential. A table of values will be used to determine the benchmark for inclusion on the assessment for each indicator.

Description of or plan for the establishment of inter-rater reliability:

Inter-rater reliability will be determined by calculating the percentage of agreement during calibration exercises. Evaluators are trained every semester using the expectations for the rubrics scale system. At the end of the training exercise, evaluators assess a video of a student teaching observation using the Observation Form and rubric. Based on the video, each individual scores the performance and a percentage of agreement is calculated each semester to determine consistency. For individual indicators that fail to achieve an 80% agreement benchmark, a calibration discussion occurs for those indicators. Once the calibration exercise is completed, the group evaluates a second video using the same assessment instrument to determine if an 80% agreement benchmark has been achieved.

Information Provided to Candidates:

A complete description of the assignment is available in the evidence room specific to the Student Teaching Observation Instrument. All candidates must score at the acceptable level or above on all indicators on the student teaching observation instrument. If a candidate scores below the acceptable level, a reteach is required. Candidates are assessed on the Student Teaching Observation Instrument in two earlier clinical experiences; therefore, the final observation is a summative assessment based on mastery of the subject matter.

**SAMPLE #2**

**EPP Created Assessment – Internship**

Copy of the Assessment:

Upload a copy of the assessment with each indicator tagged to a CAEP, InTASC and/or state standard.

**INTERNSHIP FINAL EVALUATION REPORT**

Teacher Candidate Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date

Grade/Subject School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Mentor Teacher University Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Number of formal observations this evaluation is based on: \_\_\_\_\_ University Supervisor \_\_\_\_\_ Mentor Teacher

**Directions**: Please record the candidate’s score on the sheet below. For a detailed description for each indicator, please consult the accompanying scoring guide

**No. Opp. = No opportunity, NA = No Attempt, UA = Unacceptable, A = Acceptable, E = Exemplary**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **PLANNING– Domain 1*****CHECK ONE***  | **No Opp.** | **NA** | **UA** | **A** | **E** | **EVIDENCE** |
| 1. | Develops learning objectives which are appropriate for the subject and grade level and are connected appropriately to the standards. (CAEP 1.1; InTASC 7) |  |  |  |  |  |  |
| 2. | Plans appropriate and logically sequenced instructional strategies. (CAEP 1.1; InTASC 7) |  |  |  |  |  |  |
| 3. | Plans for differences in individual needs, abilities, and interests. (CAEP 1.1; InTASC 1) |  |  |  |  |  |  |
| 4. | Plans for appropriate assessment, analysis of results, and maintenance of records. (CAEP 1.2; InTASC 6) |  |  |  |  |  |  |
| 5. | Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity. (CAEP 1.1: InTASC 6) |  |  |  |  |  |  |

Overall Rating for **Planning** (circle one): Unacceptable; Acceptable; Exemplary

Comments on the teacher candidate’s growth in the area of **Planning**: \_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
| INSTRUCTION – Domain 2CHECK ONE  | **No Opp.** | **NA** | **UA** | **A** | **E** | **EVIDENCE** |
| 6. | Implements effective instruction for students using knowledge of content and appropriate standards. (CAEP 1.3; InTASC 4) |  |  |  |  |  |  |
| 7. | Establishes, communicates, and maintains high expectations for student achievement and participation. Students are given opportunities and support to assume responsibility for their own learning. (CAEP 1.4; InTASC 8) |  |  |  |  |  |  |
| 8. | Provides learning experiences that allow students to form connections between the specific subject area and other disciplines. (CAEP 1.4; InTASC 5) |  |  |  |  |  |  |
| 9. | Assists students in connecting subject matter to everyday life. (CAEP 1.1; InTASC 5) |  |  |  |  |  |  |
| 10. | Uses instructional judgment in the implementation of lessons. (CAEP 1.2; InTASC 9) |  |  |  |  |  |  |
| 11. | Uses a variety of instructional strategies to actively engage all students.(CAEP 1.1; InTASC 8) |  |  |  |  |  |  |
| 12. | Integrates technology appropriately into teaching and learning. (CAEP 1.5; InTASC 6) |  |  |  |  |  |  |
| 13. | Provides learning experiences which encourage critical thinking, problem solving, informed decision making, and/or creativity. (CAEP 1.4; InTASC 5) |  |  |  |  |  |  |
| 14. | Uses a variety of assessments to demonstrate student learning and to modify instruction as needed. (CAEP 1.2; InTASC 6) |  |  |  |  |  |  |
| 15. | Uses appropriate voice tone and inflection to deliver instruction effectively.  |  |  |  |  |  |  |

Overall Rating for **Instruction** (circle one): Unacceptable; Acceptable; Exemplary

Comments on the teacher candidate’s growth in the area of **Instruction**:

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| --- | --- | --- | --- | --- | --- | --- |
| **CLASSROOM MANAGEMENT – Domain 3*****CHECK ONE***  | **No Opp.** | **NA** | **UA** | **A** | **E** | **EVIDENCE** |
| 16. | Promotes positive, collaborative peer interactions. (CAEP 1.1, InTASC 3) |  |  |  |  |  |  |
| 17. | Creates and maintains a positive and safe classroom environment conducive for learning. (CAEP 1.1; InTASC 3) |  |  |  |  |  |  |
| 18. | Demonstrates confidence and poise when managing an effective learning environment.  |  |  |  |  |  |  |
| 19. | Establishes and maintains effective rules, procedures, and routines.  |  |  |  |  |  |  |
| 20. | Provides for smooth transitions between activities and implements introductions and closures in lessons.  |  |  |  |  |  |  |

Overall Rating for **Classroom management** (circle one): Unacceptable; Acceptable; Exemplary

Comments on the teacher candidate’s growth in the area of **Classroom management**:

Copy of the Scoring Guide or Rubric:

For each indicator on the assessment, a minimal level of sufficiency must be defined with criteria specific to that indicator.

**SCORING GUIDE/RUBRIC**

|  |  |  |  |
| --- | --- | --- | --- |
| **Internship Assessment Item—Planning Cluster** | **Unacceptable** | **Acceptable** | **Exemplary** |
| **1. Develops learning objectives which are appropriate for the subject and grade level, and are connected appropriately to the standards.** (CAEP 1.1; InTASC 7) | Objectives are inappropriate for the subject area/developmental level of learners **by being either too difficult or too easy for students.** Objectives are not stated in measurable terms, do not include criteria, and/or are not appropriately connected to the standards.  | Objectives are appropriate for subject area/developmental level of learners, are connected appropriately to the standards, **and provide appropriate challenges for students (tasks are neither too easy nor too difficult).** Objectives are measurable and most objectives identify criteria.  | Objectives are appropriate for the subject area/developmental level of learners, are explicitly connected to the standards **and provide appropriate challenges for students (tasks are neither too easy nor too difficult).** Objectives incorporate multiple domains of learning or content areas. Objectives are measurable and each contains criteria for student mastery.  |
| **2. Plans appropriate and logically sequenced instructional strategies.** (CAEP 1.1; InTASC 7) | Instructional strategies are incongruent with objectives. Some strategies are developmentally inappropriate. The sequence of the lesson may be illogical, with gaps in progressions. **Learning/practice tasks are arranged randomly in the lesson with steps between progressions either too large or too small to facilitate skill mastery. TC fails to plan learning experiences based on pre-assessment data. Grouping of students is random and does not reflect a specific instructional rationale.** | Most instructional strategies are congruent with objectives. The sequence of the lesson(s) is logical, with few gaps in progressions. **Learning/practice tasks are arranged in sequential and progressive steps to facilitate learning. TC plans and implements learning experiences based on pre-assessment data. Students are grouped based on pre-assessment or other specific rationale.** | Instructional strategies are consistently congruent with objectives. All strategies are developmentally appropriate and address a variety of student needs. The sequence of the lesson is logical with no gaps in progressions. . **Learning/practice tasks allow students to begin and end at different levels based on individual readiness. Progressions are sequential and progressive with opportunities for students to extend tasks to increase or decrease the challenge. TC plans and implements learning experiences based on pre-assessment data. Students are grouped or paired based on specific instructional rationale.**  |
| **3. Plans for differences in individual needs, abilities, and interests.** (CAEP 1.1; InTASC 1) | No plan (or mTC does not plan or minimally plans for adaptation for individual differences (abilities/needs/interests). **Instruction is not individualized and a “one size fits all” approach is taken. TC uses one instructional model/approach throughout the lesson. TC fails to adapt or provide accommodations based on individual differences or unique needs of students.**  | Most plans include instructional adaptations for individual differences (all levels) based on differing abilities for at least one student. Student needs (e.g. motivation or interest) are addressed in plans. Candidate can articulate an appropriate rationale for adaptations. **TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences**, **and/or physical differences. TC plans and implements strategies that allow for individual differences in skill ability levels.** |  The plans routinely reflect sophisticated adaptations for abilities (all levels) and needs (interests and motivation) with a sound rationale. Adaptations are for students with identified disabilities as well as others who have learning problems and/or who are gifted. **TC uses multiple instructional models/approaches throughout the lesson to account for variations in learning styles and prior experiences. Students are given multiple choices within practice tasks based on individual differences.** |
| **4. Plans for appropriate assessment, analysis of results, and maintenance of records.** (CAEP 1.2; InTASC 6) | No evidence (or minimal evidence) of planning for formal or informal assessment. No plan for record keeping or analysis of data. Assessments are not aligned with lesson objectives and/or goals. **Learning/practice opportunities are not based on pre-assessments and students’ developmental levels. Assessment (formal and informal) is not continuous. Assessment results are not reflected in the modification or adaptation of lesson. TC does not keep records of assessment results and relies on “eye balling” of skill levels.**  | Appropriate strategies to assess student learning are used (paper and pencil tests, observational checklists, etc) regularly. Planned assessments are appropriate for the lesson and/or goals and measure student achievement of objectives/goals. Some analysis of results is noted. Student progress is recorded and results used to make subsequent changes. **Learning/practice opportunities are based on pre-assessments and students’ developmental levels. Assessment (formal and informal) is on-going. Adaptations and modifications of lessons are based on assessments.** | Assessment planning reflects sophisticated use of assessments. On-going assessments as well as summative and formative assessments are used in many contexts. Record keeping provides detailed information on students and can be transformed into a format that is accessible to others (e.g. parents/administrators). Assessments are aligned with objective and/or goals and measure student achievement of objectives/goals. **Learning/practice opportunities are based on pre-assessment and students’ developmental levels. Assessment (formal and informal) is continuous. Adaptations and modification of lessons can be directly linked to assessment.**  |
| **5. Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity\*.**(CAEP 1.1; InTASC 6) | Instruction and plans do not reflect (or minimally reflect) the cultural diversity \*and linguistic needs of the students in the classroom. **Plan for lesson fails to reflect an active, fair and equitable learning environment. TC demonstrates behaviors that reflect bias towards high/low skilled students; gender preference; class differences and/or other defining characteristics of students in the class (ESL, race, etc.). Plan for lesson does not reduce wait time or encourage active participation for all students.**  | Cultural and linguistic diversity\* of the students in the class is addressed either through instructional content, strategies, and/or materials. **TC’s** p**lan for lesson creates an active, fair and equitable learning environment. TC plans for active participation by all students by reducing wait time. All students have equal number of practice or play opportunities. TC candidates demonstrate no behaviors that can be interpreted as favoring students based skill, gender, class or other defining characteristics.** | Extensive efforts are made to meet the cultural and linguistic diversity\* of the students in the classroom through a variety of ways: instructional content, strategies and materials. **TC creates an active, fair and equitable learning environment by reducing wait time, providing numerous practice opportunities for all students, and having specific rationale for grouping or pairing students. All students are equally encouraged and feedback is provided to all students.**  |
| **Internship Assessment Item—Instruction Cluster** | **Unacceptable** | **Acceptable** | **Exemplary** |
| **6. Implements effective instruction for students using knowledge of content and appropriate standards.**(CAEP 1.3; InTASC 4) | Knowledge of content is minimal and/or instruction is not adequate to meet the standards**. Objectives are not directly or indirectly aligned with state/national standards. Objectives are developmentally inappropriate for students’ abilities or skill levels. Tasks in lesson are incongruent with objectives. TC demonstrates weak knowledge of the content by planning inappropriate or poorly aligned learning experiences. Objectives are not measurable and performance based.** | Objectives, instruction, and practice tasks can be directly linked to the identified state or national standard. **Chosen class content, instructional approach, and learning tasks can be linked to student mastery of state and/or national standards. Objectives are developmentally appropriate, measurable, and performance based. Tasks in lesson are congruent with objectives and aligned with national/state standards.**  | Lessons reflect an in-depth knowledge of the content in the discipline. **Objectives are developmentally appropriate, measureable and performances based and contain a criterion for each objective. Lessons extend the requirements of the standards through instructional and practice tasks. Standards are thoroughly addressed within all lessons and mastery of lesson content can lead students to demonstrate mastery of state and national standards.** **Tasks in lesson are congruent with objectives and TC identifies the state/national standard being addressed.**  |
| **7. Establishes, communicates, and maintains high expectations for student achievement and participation. Students are given opportunities and support to assume responsibility for their own learning.** (CAEP 1.4; InTASC 8) | The teacher candidate does not communicate and/or design experiences that **encourage student participation and learning in a challenging, yet supportive environment.** Students do not recognize their role in the learning environment and the teacher candidate’s expectations for achievement.**TC demonstrates behaviors that indicate preference for highly skilled students. Students are given fewer practice opportunities based on skill level. No adaptations are made to lesson to increase opportunities for underperforming students. TC makes all decisions and only the command teaching approach is used throughout the lesson. Students are given no opportunity to demonstrate self or social responsibility.** | The teacher candidate communicates and designs some experiences that **encourage student participation and learning in a challenging, yet supportive environment.** Students recognize their role in the learning environment and the teacher candidate’s expectations for achievement. **TC provides an equal number of practice/play opportunities to all students. Modifications are made to practice tasks for underperforming students. Feedback is provided equally to students. Students are given limited number of choices during the lesson to demonstrate self and social responsibility (equipment, space, partners, etc.). At least two teaching approaches are used during the lesson.**  | The teacher candidate consistently communicates and designs many experiences that **require student participation and learning in a challenging, yet supportive environment.** Students assume responsibility for their role in the learning environment and the teacher candidate’s expectations for achievement. **TC provides multiple practice opportunities for all students. Modifications are made to practice tasks for under or over performing students. Feedback is continuous and given to individuals and to the group. Students are given multiple choices during the lesson to demonstrate self and social responsibility (equipment, space, partners, etc.). Multiple teaching approaches are used during the lesson.** |
| **8. Provides learning experiences that allow students to form connections between the specific subject area and other disciplines.** (CAEP 1.4; InTASC 5) | Connections are not made or made infrequently. **TC fails to plan for the integration of content knowledge from physiology and biomechanics in the lesson. TC only deals with the “how” and not the “why” of the movement.** | Many lessons contain aspects that enable students to make connections with their prior or future learning in other subjects or disciplines. **TC plans for and integrates content knowledge from physiology and biomechanics in the lesson. TC deals with not only the “how,” but the “why” of the movement.**  | Connections to prior and future learning in other subject areas are routinely made. Inter-disciplinary instruction is frequent. **TC deals with the “how” and “why” of the movement and has students make applications of physiological and biomechanical principles to movements.**  |
| **9. Assists students in connecting subject matter to everyday life.**(CAEP 1.1; InTASC 5) | Does not make efforts to make the subject matter more meaningful to students by employing practical applications or by using the students’ experiences. **Does not provide encouragement or identify to students opportunities for participation in physical activity outside of class.** | Makes the subject matter more meaningful for students by employing practical applications and/or using the students’ experiences. **TC encourages students to participate in physical activity outside of class by identifying opportunities available at the school and in the community.** | Consistently makes the subject matter more meaningful for students through the use of creative and innovative practical applications and by using the students’ experiences. **TC encourages students to participate in physical activity outside of class by identifying opportunities and acknowledging students who take these opportunities.** |
| **10. Uses instructional judgment in implementation of lessons.** (CAEP 1.2; InTASC 9) | Displays minimal instructional judgment in adjusting instruction in response to student needs and/or environmental variables. **TC does not demonstrate flexibility in the lesson or with students by remaining on script without regard to student responses. TC does not adjust learning tasks by either refining, or extending task up or down.**  | Displays some instructional judgment by making appropriate instructional adjustment in response to student performance and/or other variables. **TC demonstrates flexibility in the lesson or with students by adjusting the lesson to the changing environment based on student responses. TC demonstrates such behaviors as extending tasks up or down based on student responses or adding tasks to lesson.**  | Displays an outstanding level of instructional judgment by making appropriate instructional adjustments in response to student needs and/or other variables. **TC demonstrates flexibility and creativity when adjusting the lesson based on student responses. TC consistently refines or extends tasks up or down based on student responses. TC adds or subtracts learning experiences to lesson based on student responses.**  |
| **11. Uses a variety of instructional strategies to actively engage all students.**(CAEP 1.1; InTASC 8) | Rarely demonstrates the use of multiple strategies to engage students in lessons. **Only one instructional approach is used in the lesson. TC does not use effective demonstrations or link practice tasks to lesson objectives. TC uses only large group activities that limit the number of practice opportunities for students. TC fails to use small sized games or makes limited use of available equipment. TC has excess wait time during the lesson.**  | Effectively and frequently employs multiple instructional strategies to engage students. **At least three instructional approaches including direct and indirect instructional formats are used in the lesson. TC uses effective demonstrations and links practice tasks directly to lesson objectives. TC uses small sided games to increase the number of practice opportunities for students. TC makes effective use of available equipment and space by utilizing such strategies as station work or practice areas. TC minimizes wait time.**  | Effectively and consistently employs multiple instructional strategies **(more than three) including both direct and indirect approaches to** **engage all students**. **TC uses multiple demonstrations during the lesson and links all practice tasks to specific lesson objectives. TC consistently uses small or modified games to provide practice opportunities for all students. TC maximizes the use of the space by using such strategies practice areas, stations, or task cards. TC extends tasks (up or down) to ensure practice opportunities for all skill levels and teaches by invitation.**  |
| **12. Integrates technology\*\*appropriately into teaching and learning.** (CAEP 1.5; InTASC 6) | **TC does not integrate learning experiences that involve students in the use of technology in a physical activity setting. Technology use in the classroom is limited to the TC. TC demonstrates limited knowledge of current technology and their applications in a physical activity setting.** | **TC integrates learning experiences that involve students in the use of technology in a physical activity such as heart monitors, pedometers, Dartfish, etc. TC demonstrates knowledge and use of current technology and applies this knowledge in the development and implementation of lessons in a physical activity setting.** | **TC integrates learning experiences that require students to use various technologies (heart monitors, pedometers, Dartfish, etc.) in a physical activity setting. TC demonstrates mastery of current technologies and uses the technology to enhance student learning.**  |
| **13. Provides learning experiences which encourage critical thinking, problem solving, informed decision-making, and/or creativity.** (CAEP 1.4; InTASC 5) | **TC uses only direct instructional formats and command style. Students have limited opportunities (less than three) to problem solve, explore, or be involved in critical thinking activities during the lesson.** | **TC uses both direct and indirect instructional approaches when appropriate. TC asks questions, poses scenarios, and uses a variety of instructional formats such as movement exploration that encourage critical thinking and problem solving.**  | **TC uses a variety of direct and indirect instructional approaches when appropriate. TC asks higher order questions requiring students to synthesize and apply information or game strategies in authentic environments.** |
| **14. Uses a variety of assessments to demonstrate student learning and to modify instruction as needed.** (CAEP 1.2; InTASC 6) | Does not use or makes minimal use of assessment (informal observations as well as planned assessments) during instruction. **TC can not demonstrate impact on student learning. TC does not use assessment to inform instruction, provide feedback, or communicate student progress. TC makes no use of self or peer assessment. TC fails to check for understanding throughout the lesson. TC fails to pre-assess before developing a unit.**  | Uses assessment (informal observations as well as planned assessments) to demonstrate student learning, to make modifications during instruction, provide feedback to students, and to communicate student progress. **TC uses a variety of assessments including guided, self and peer assessments. TC checks for understanding throughout the lesson. TC unit plan is based on pre-assessment data. Lesson/unit objectives reflect the results of the pre-assessment. Adjustment to instructional plan reflects TC’s assessment of students before, during and after instruction.**  | Demonstrates the regular use of a variety of assessment strategies (informal observations as well as planned assessments) to demonstrate student learning, to make modifications during instruction for all students, provide feedback to students, and to communicate student progress. Multiple sources of evidence demonstrate that instruction has been modified based on analysis of assessment results. **TC makes regular use of guided, self and peer assessment. TC makes numerous checks for understanding during the lesson. TC unit plan is based on pre-assessment data. Lesson/unit objectives reflect the results of the pre-assessment. TC revises lesson/unit objectives based on continuous assessment of student progress. TC continually adjust instructional plan based on assessment of students before, during, and after instruction.**  |
| **15. Uses appropriate voice tone and inflection to deliver instruction effectively.**  | Delivery of instruction lacks poise and/or appropriate voice tone and inflection. Candidate appears uncomfortable teaching. **TC consistently (over 5 times per lesson) makes mistakes in grammar or uses inappropriate language for the age group. TC consistently uses “slang.”**  | Instruction is generally delivered with poise and appropriate voice tone. Candidate appears comfortable teaching. **TC occasionally (less than 3 per lesson) makes a mistake in grammar or diction. TC’s language is appropriate for the age group and avoids use of “slang.”** | Instruction is consistently delivered with poise and appropriate voice tone. Candidate portrays confidence in teaching. **TC rarely makes a mistake in grammar or diction. TC’s language is appropriate for the age group and uses no “slang” during the lesson.**  |
| **Internship Assessment Item—Classroom Management Cluster** | **Unacceptable** | **Acceptable** | **Exemplary** |
| **16. Promotes positive, collaborative peer interactions.** (CAEP 1.1; InTASC 3) | Makes minimal use of strategies or learning tasks which require students to work collaboratively and/or makes minimal efforts at encouraging positive relationships among students in the classroom. **TC allows inappropriate interactions (e.g., trash talking) among students during activity. TC fails to promote personal and social responsibility on the part of students.** | Makes frequent use of strategies or plans learning tasks which require students to work collaboratively and/or makes efforts at encouraging positive relationships among students in the classroom. **TC does not permit inappropriate interactions (e.g., trash talking) during activity and rewards students who encourage other students. TC consistently promotes personal and social responsibility on the part of students.** | **TC uses strategies and learning tasks which require students to work collaboratively and debriefs around the activity on appropriate student interactions. TC consistently provides feedback on student communication with each other.** **TC plans for and implements practice tasks or activities that promote social and personal responsibility.** |
| **17. Creates and maintains a positive and safe classroom environment conducive for learning.** (CAEP 1.1; InTASC 3) | Does not employ effective classroom management strategies or relies excessively on punitive strategies. Behavior issues are addressed insufficiently or ineffectively. **Does not provide students with a physically and psychologically safe environment. TC fails to check space for possible hazards or fails to enforce safety rules.** | Positive, proactive strategies are employed to effectively manage the classroom. Behavior issues are immediately efficiently and effectively addressed. **Creates a learning environment in which students are physically and psychologically safe. TC checks space for possible hazards and enforces all safety rules.** | Consistently employs a variety of positive, proactive approaches to effectively manage the classroom. Little time is needed for classroom management. **Creates a learning environment in which students are physically and psychologically safe and students are encouraged to explore their limits. TC checks space for possible hazards and anticipates behaviors that might threaten the safety of students.** |
| **18. Demonstrates confidence and poise when managing an effective learning environment.**  | Displays difficulty in maintaining composure in the face of student behavior and/or demonstrates a lack of confidence when interacting with students. | Generally displays composure in the face of student behavior and/or demonstrates an adequate level of confidence when interacting with students. | Consistently displays high degree pf composure in the face of student behavior and/or confidence when interacting with students.  |
| **19. Establishes and maintains effective rules, procedures, and routines.** | Does not develop rules, procedures, and routines or has difficulty in implementing classroom rules, procedures, and routines. **Managerial routines are not present and no systems are in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. There is not a clear stop and start signal in place. Equipment distribution and return is disorganized (takes over one minute). Students are either too close together or too far apart to perform the learning tasks.**  | Designs and implements classroom rules, procedures, and routines that result in a classroom that has minimal behavioral problems. **Managerial routines are present and a system is in place for distribution/return of equipment, attendance, finding a partner or creating a group, and other gymnasium routines. There is a clear stop and start signal in place. Equipment distribution and return is organized and is achieved in less than one minute. Effective use of space is evident in the lesson (students are neither too far or too close together).** | Designs highly effective classroom procedures and routines that result in classroom that runs smoothly and harmoniously. Rules are logical, reasonable, and consistent with clear consequences for discipline issues. **Managerial routines are present and innovative such as multiple equipment distribution points. Stop and start signals are clear and creative. Equipment distribution and return occurs in less than 30 seconds. Space use is maximized through careful planning with students participating in the organization of the space for their use.**  |
| **20. Provides for smooth transitions between activities and implements introductions and closures in lessons.** | Does not plan for transitions or is unable to effectively implement planned transitions without behavioral problems. Does not or rarely provides an introduction or lesson closure. S**tudents spend an excessive amount of time (over 30 sec.) in transition from learning tasks to learning tasks.**  | Uses strategies for transitions that are generally effective in minimizing behavioral problems and in maximizing instructional time. Provides introductions and closures frequently in lessons. **Transitions between learning tasks are planned for and execute in under 30 seconds.** | Consistently employs very effective strategies for transitions that minimize behavioral problems and maximize instructional time. Consistently provides very effective introductions and closures in lessons. **Transitions are linked directly to class objectives, and provide practice/review opportunities for students. Multiple methods for transition are used during the class period.**   |

* **Diversity** refers to “differences among groups of people and individuals based n ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.” (NCATE Professional Standards, 2002, p.53)
* **Examples of appropriate application of technology include**: P-12 students using multimedia software to create presentations; P-12 students using spreadsheet/graphing software to analyze data; P-12 students using digital video to tell a story; P-12 students with special needs/ESOL using assistive technology to meet curricular objectives. Using a word processor to type lesson plans, showing a video or using the overhead projector, or intern e-mail communication are ***not*** considered adequate use of technology for this indicator.

**DATA CHART FOR INTERNSHIP ASSESSMENT**

**(4 cycles of data)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **EPP** **AVG** | **Early****Child** | **Elem.** | **Math** | **Physics** | **English** |
|  | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 |
| **1. Develops learning objectives which are appropriate for the subject and grade level, and are connected appropriately to the standards.** (CAEP 1.1; InTASC 7) | N= 224M = 2.3R = 1 to 3 | N= 198M = 2.5R = 1 to 3 | N= 111M = 2.4R = 1 to 3 | N= 95M = 2.3R = 1 to 4 | N= 74M = 2.6R = 1 to 3 | N= 72M =2.5R = 1 to 3 | N= 9M = 2.3R = 1 to 3 | N= 8M = 2.3R = 1 to 3 | N= 3M = 2.3R = 1 to 3 | N= 1M =23.4R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.1R = 1 to 3 |
| **2. Plans appropriate and logically sequenced instructional strategies.** (CAEP 1.1; InTASC 7) | N= 224M = 2.1R = 1 to 3 | N= 198M = 2.2R = 1 to 3 | N= 111M = 2.9R = 1 to 3 | N= 95M = 2.0R = 1 to 3 | N= 74M = 2.3R = 1 to 3 | N= 72M = 2.2R = 1 to 3 | N= 9M = 2.8R = 1 to 3 | N= 8M = 2.9R = 1 to 3 | N= 3M = 2.7R = 1 to 3 | N= 1M = 2.8R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.0R = 1 to 3  |
| **3. Plans for differences in individual needs, abilities, and interests.** (CAEP 1.1; InTASC 1) | N= 224M = 2.1R = 1 to 3 | N= 198M = 2.2R = 1 to 3 | N= 111M = 2.9R = 1 to 3 | N= 95M = 2.0R = 1 to 3 | N= 74M = 2.3R = 1 to 3 | N= 72M = 2.2R = 1 to 3 | N= 9M = 2.8R = 1 to 3 | N= 8M = 2.9R = 1 to 3 | N= 3M = 2.7R = 1 to 3 | N= 1M = 2.8R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M = 3.0R = 1 to 3 |
| **4. Plans for appropriate assessment, analysis of results, and maintenance of records.** (CAEP 1.2; InTASC 6) | N= 224M = 2.3R = 1 to 3 | N= 198M = 2.5R = 1 to 3 | N= 111M = 2.4R = 1 to 3 | N= 95M = 2.3R = 1 to 4 | N= 74M = 2.6R = 1 to 3 | N= 72M =2.5R = 1 to 3 | N= 9M = 2.3R = 1 to 3 | N= 8M = 2.3R = 1 to 3 | N= 3M = 2.3R = 1 to 3 | N= 1M =23.4R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.1R = 1 to 3 |
| **5. Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity\*.**(CAEP 1.1; InTASC 6) | N= 224M = 2.1R = 1 to 3 | N= 198M = 2.2R = 1 to 3 | N= 111M = 2.9R = 1 to 3 | N= 95M = 2.0R = 1 to 3 | N= 74M = 2.3R = 1 to 3 | N= 72M = 2.2R = 1 to 3 | N= 9M = 2.8R = 1 to 3 | N= 8M = 2.9R = 1 to 3 | N= 3M = 2.7R = 1 to 3 | N= 1M = 2.8R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.0R = 1 to 3  |
| **Indicator** | **EPP** **AVG** | **Early****Child** | **Elem.** | **Math** | **Physics** | **English** |
|  | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 |
| **6. Implements effective instruction for students using knowledge of content and appropriate standards.** (CAEP 1.3; InTASC 4) | N= 224M = 2.3R = 1 to 3 | N= 198M = 2.5R = 1 to 3 | N= 111M = 2.4R = 1 to 3 | N= 95M = 2.3R = 1 to 4 | N= 74M = 2.6R = 1 to 3 | N= 72M =2.5R = 1 to 3 | N= 9M = 2.3R = 1 to 3 | N= 8M = 2.3R = 1 to 3 | N= 3M = 2.3R = 1 to 3 | N= 1M =23.4R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.1R = 1 to 3 |
| **7. Establishes, communicates, and maintains high expectations for student achievement and participation. Students are given opportunities and support to assume responsibility for their own learning.** (CAEP 1.4; InTASC 8) | N= 224M = 2.1R = 1 to 3 | N= 198M = 2.2R = 1 to 3 | N= 111M = 2.9R = 1 to 3 | N= 95M = 2.0R = 1 to 3 | N= 74M = 2.3R = 1 to 3 | N= 72M = 2.2R = 1 to 3 | N= 9M = 2.8R = 1 to 3 | N= 8M = 2.9R = 1 to 3 | N= 3M = 2.7R = 1 to 3 | N= 1M = 2.8R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.0R = 1 to 3  |
| **8. Provides learning experiences that allow students to form connections between the specific subject area and other disciplines.** (CAEP 1.4; InTASC 5) | N= 224M = 2.1R = 1 to 3 | N= 198M = 2.2R = 1 to 3 | N= 111M = 2.9R = 1 to 3 | N= 95M = 2.0R = 1 to 3 | N= 74M = 2.3R = 1 to 3 | N= 72M = 2.2R = 1 to 3 | N= 9M = 2.8R = 1 to 3 | N= 8M = 2.9R = 1 to 3 | N= 3M = 2.7R = 1 to 3 | N= 1M = 2.8R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M = 3.0R = 1 to 3 |
| **9. Assists students in connecting subject matter to everyday life.** (CAEP 1.1; InTASC 5) | N= 224M = 2.3R = 1 to 3 | N= 198M = 2.5R = 1 to 3 | N= 111M = 2.4R = 1 to 3 | N= 95M = 2.3R = 1 to 4 | N= 74M = 2.6R = 1 to 3 | N= 72M =2.5R = 1 to 3 | N= 9M = 2.3R = 1 to 3 | N= 8M = 2.3R = 1 to 3 | N= 3M = 2.3R = 1 to 3 | N= 1M =23.4R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.1R = 1 to 3 |
| **10. Uses instructional judgment in implementation of lessons.** (CAEP 1.2; InTASC 9) | N= 224M = 2.1R = 1 to 3 | N= 198M = 2.2R = 1 to 3 | N= 111M = 2.9R = 1 to 3 | N= 95M = 2.0R = 1 to 3 | N= 74M = 2.3R = 1 to 3 | N= 72M = 2.2R = 1 to 3 | N= 9M = 2.8R = 1 to 3 | N= 8M = 2.9R = 1 to 3 | N= 3M = 2.7R = 1 to 3 | N= 1M = 2.8R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.0R = 1 to 3  |
| **Indicator** | **EPP** **AVG** | **Early****Child** | **Elem.** | **Math** | **Physics** | **English** |
|  | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 |
| **11. Uses a variety of instructional strategies to actively engage all students.** (CAEP 1.1; InTASC 8) | N= 224M = 2.3R = 1 to 3 | N= 198M = 2.5R = 1 to 3 | N= 111M = 2.4R = 1 to 3 | N= 95M = 2.3R = 1 to 4 | N= 74M = 2.6R = 1 to 3 | N= 72M =2.5R = 1 to 3 | N= 9M = 2.3R = 1 to 3 | N= 8M = 2.3R = 1 to 3 | N= 3M = 2.3R = 1 to 3 | N= 1M =23.4R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.1R = 1 to 3 |
| **12. Integrates technology\*\*appropriately into teaching and learning.** (CAEP 1.5; InTASC 6) | N= 224M = 2.1R = 1 to 3 | N= 198M = 2.2R = 1 to 3 | N= 111M = 2.9R = 1 to 3 | N= 95M = 2.0R = 1 to 3 | N= 74M = 2.3R = 1 to 3 | N= 72M = 2.2R = 1 to 3 | N= 9M = 2.8R = 1 to 3 | N= 8M = 2.9R = 1 to 3 | N= 3M = 2.7R = 1 to 3 | N= 1M = 2.8R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.0R = 1 to 3  |
| **13. Provides learning experiences which encourage critical thinking, problem solving, informed decision-making, and/or creativity.** (CAEP 1.4; InTASC 5) | N= 224M = 2.1R = 1 to 3 | N= 198M = 2.2R = 1 to 3 | N= 111M = 2.9R = 1 to 3 | N= 95M = 2.0R = 1 to 3 | N= 74M = 2.3R = 1 to 3 | N= 72M = 2.2R = 1 to 3 | N= 9M = 2.8R = 1 to 3 | N= 8M = 2.9R = 1 to 3 | N= 3M = 2.7R = 1 to 3 | N= 1M = 2.8R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M = 3.0R = 1 to 3 |
| **14. Uses a variety of assessments to demonstrate student learning and to modify instruction as needed.** (CAEP 1.2; InTASC 6) | N= 224M = 2.3R = 1 to 3 | N= 198M = 2.5R = 1 to 3 | N= 111M = 2.4R = 1 to 3 | N= 95M = 2.3R = 1 to 4 | N= 74M = 2.6R = 1 to 3 | N= 72M =2.5R = 1 to 3 | N= 9M = 2.3R = 1 to 3 | N= 8M = 2.3R = 1 to 3 | N= 3M = 2.3R = 1 to 3 | N= 1M =23.4R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.1R = 1 to 3 |
| **15. Uses appropriate voice tone and inflection to deliver instruction effectively.**  | N= 224M = 2.1R = 1 to 3 | N= 198M = 2.2R = 1 to 3 | N= 111M = 2.9R = 1 to 3 | N= 95M = 2.0R = 1 to 3 | N= 74M = 2.3R = 1 to 3 | N= 72M = 2.2R = 1 to 3 | N= 9M = 2.8R = 1 to 3 | N= 8M = 2.9R = 1 to 3 | N= 3M = 2.7R = 1 to 3 | N= 1M = 2.8R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.0R = 1 to 3  |
| **16. Promotes positive, collaborative peer interactions.** (CAEP 1.1; InTASC 3) | N= 224M = 2.1R = 1 to 3 | N= 198M = 2.2R = 1 to 3 | N= 111M = 2.9R = 1 to 3 | N= 95M = 2.0R = 1 to 3 | N= 74M = 2.3R = 1 to 3 | N= 72M = 2.2R = 1 to 3 | N= 9M = 2.8R = 1 to 3 | N= 8M = 2.9R = 1 to 3 | N= 3M = 2.7R = 1 to 3 | N= 1M = 2.8R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.0R = 1 to 3  |
| **Indicator** | **EPP** **AVG** | **Early****Child** | **Elem.** | **Math** | **Physics** | **English** |
|  | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 | 2014 | 2015 |
| **17. Creates and maintains a positive and safe classroom environment conducive for learning.** (CAEP 1.1; InTASC 3) | N= 224M = 2.3R = 1 to 3 | N= 198M = 2.5R = 1 to 3 | N= 111M = 2.4R = 1 to 3 | N= 95M = 2.3R = 1 to 4 | N= 74M = 2.6R = 1 to 3 | N= 72M =2.5R = 1 to 3 | N= 9M = 2.3R = 1 to 3 | N= 8M = 2.3R = 1 to 3 | N= 3M = 2.3R = 1 to 3 | N= 1M =23.4R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.1R = 1 to 3 |
| **18. Demonstrates confidence and poise when managing an effective learning environment.**  | N= 224M = 2.1R = 1 to 3 | N= 198M = 2.2R = 1 to 3 | N= 111M = 2.9R = 1 to 3 | N= 95M = 2.0R = 1 to 3 | N= 74M = 2.3R = 1 to 3 | N= 72M = 2.2R = 1 to 3 | N= 9M = 2.8R = 1 to 3 | N= 8M = 2.9R = 1 to 3 | N= 3M = 2.7R = 1 to 3 | N= 1M = 2.8R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.0R = 1 to 3  |
| **19. Establishes and maintains effective rules, procedures, and routines.** | N= 224M = 2.1R = 1 to 3 | N= 198M = 2.2R = 1 to 3 | N= 111M = 2.9R = 1 to 3 | N= 95M = 2.0R = 1 to 3 | N= 74M = 2.3R = 1 to 3 | N= 72M = 2.2R = 1 to 3 | N= 9M = 2.8R = 1 to 3 | N= 8M = 2.9R = 1 to 3 | N= 3M = 2.7R = 1 to 3 | N= 1M = 2.8R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M = 3.0R = 1 to 3 |
| **20. Provides for smooth transitions between activities and implements introductions and closures in lessons.** | N= 224M = 2.3R = 1 to 3 | N= 198M = 2.5R = 1 to 3 | N= 111M = 2.4R = 1 to 3 | N= 95M = 2.3R = 1 to 4 | N= 74M = 2.6R = 1 to 3 | N= 72M =2.5R = 1 to 3 | N= 9M = 2.3R = 1 to 3 | N= 8M = 2.3R = 1 to 3 | N= 3M = 2.3R = 1 to 3 | N= 1M =23.4R = 1 to 3 | N= 27M = 2.1R = 1 to 3 | N= 22M =23.1R = 1 to 3 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |