

Student Teaching Internship Progress Evaluation

Completed after the 2nd and 4th Observations

(By the Student Teaching Intern, the Program Supervisor, and the Supervising Practitioner to the extent possible, taking into consideration teaching responsibilities and duties)

Student Teaching Intern: _____

Program Supervisor: _____

Supervising Practitioner: _____

Date: _____

Rating scale: 1 =Does Not Meet the Standard, 2 = Meets the Standard, 3 = Exceeds the Standard, NA = Not Applicable

Check the appropriate column for each line. Use "plus" or "minus" if appropriate.

PLANS CURRICULUM AND INSTRUCTION	1	2	3	NA	COMMENTS
Plans lessons that align with the MA Art Standards and includes objectives focused on what students will learn and be able to do					
Develops lessons that are sequential, integrate current and actual content knowledge					
Draws on the individual student's and the groups' prior knowledge when introducing new concepts					
Introduces lessons that motivate students and works to maintain the momentum					
Provides opportunities for students to think, speak, write, problem-solve, discuss, assess, process individually and with one another					
Meets group and individual needs by differentiating learning					
Ensures that cultures and/or experiences of students are represented					

DELIVERS EFFECTIVE INSTRUCTION	1	2	3	NA	COMMENTS
Communicates clear learning objectives for academic content of the lesson/unit					
Selects materials appropriate to the lesson/unit, age, and ability of the population served					
Utilizes a variety of instructional strategies to encourage student's independence and to develop cooperative and collaborative group learning (individual, peer-to-peer, small group and larger groups)					
Provides modeling, coaching and individual assistance to meet the needs of all learners					
Addresses learning styles/modalities of all students by using visuals, auditory, tactile and combination methods to maximize instruction					
Provides specific, relevant and supportive feedback and suggestions to students					
Integrates technology into instructional practices					

MANAGES CLASSROOM CLIMATE AND OPERATION	1	2	3	NA	COMMENTS
Establishes clear and consistent behavioral expectations with systems in place to reinforce behaviors with consequences					
Creates an environment that is conducive to learning, shows mutual respect, maintains safety, and facilitates student independence (access to learning materials, visual aides to guide students' learning, suitable set-up and clean-up)					
Listens and responds appropriately					
Manages routines and procedures without loss of significant instructional time (time on learning)					

Paces lesson with opportunities for student learning by allotting a variety of activities with appropriate timing from beginning to end					
Handles difficult situations professionally					

PROMOTES EQUITY	1	2	3	NA	COMMENTS
Encourages all students and works to promote achievement without exception					
Anticipates and assesses significant differences in backgrounds, learning skills and pace, and language proficiency to develop strategies to teach and support learning by all students					
Uses professional judgment to determine if instructional adjustments are necessary for students to meet high expectations					
Demonstrates high standards through words, actions and instruction and the belief in all students' abilities to meet them					
Provides extensions to lessons for students completing assignments early or for reinforcement					

MEETS PROFESSIONAL RESPONSIBILITY	1	2	3	NA	COMMENTS
Demonstrates and maintains excellent attendance and punctuality					
Professional in appearance, attitude and conduct					
Follows district/school policies and procedures					
Performs routine duties in a professional manner (lesson planning, record keeping, assigned duties and grading)					
Displays respect through language and behavior in all interactions with students, faculty, administration, staff and parents					

SELF-EVALUATION	1	2	3	NA	COMMENTS
Elicits feedback on site about practice, listens to constructive criticism, and adapts instruction					
Uses observations to inform, improve or change practices					
Reflects through dialogue and journal entries on successes and challenges and utilizes to inform instruction					

Comments: