

Assessment of Intern Progress: A Tool for Discussion
Secondary Social Studies Team

Intern: Cory Hurst	Semester and Year:
Evaluator: Jill Price-Winters <input type="checkbox"/> mentor <input type="checkbox"/> intern <input checked="" type="checkbox"/> field instructor	Persons present at conference: Cory Hurst, Dave Schade, Jill Price-Winters

Instructions for Using this Form:

Prior to the conference, the intern, mentor and field instructor should fill out separate copies of this evaluation form. They should each bring their form to the evaluation conference. Based upon that conference, and the feedback given by each party, the field instructor will fill out one consensus form to be submitted to MSU. All parties should roughly agree upon the field instructor's final ratings (understanding that there may be areas of minor disagreement).

For each of the five standards, each party should provide a rating of frequency (how often?) and quality (how well?) for specific performances, and give an overall rating at the end of the document (strengths, future goals, and areas for immediate improvement).

This tool will provide input for discussion and a cumulative record of the intern's growth over time. It is expected that interns will have specific areas that require further growth and development, since this is a year for the intern to learn to teach.

A score of 1 indicates the intern needs to target this area for immediate improvement, and should call upon the field instructor and mentor for specific strategies for making such improvements. A score of 3 indicates the intern is performing as expected for a beginning teacher. For most interns, on most standards, a score of 3 is expected. A score of 5 indicates that the intern is performing at an outstanding level, well beyond the expectations for a beginning teacher. Scores of 5 should be rare and reflect genuine and verifiable achievement in terms of student learning and growth.

This document is for internal purposes only. It helps the social studies program keep track of aggregate trends, and gives the opportunity for each intern to have a frank discussion about his or her journey in learning how to teach. Because this document does not go before any potential future employers, it is hoped that everyone feel free to give frank and open feedback.

Teachers and Students Co-create the Curriculum

Curriculum is that from which we learn and it is never neutral. It embraces the what, how, and why of learning. Teachers use resources, materials, and student ideas to create learning opportunities that are meaningful, authentic, and socially-relevant.

The intern:	How often?	How well?
Adapts the curriculum. Adapts the curriculum to consider students' maturity, history, interests, achievement, learning styles; cultural, racial, social and ethnic affiliations; and exceptional needs and abilities.	1 – 2 – 3 – 4 – 5 x	1 – 2 – 3 – 4 – 5 x
Uses the community in teaching. Guarding against stereotyping, flexibly and sensitively learns about the community, uses local history and current issues in teaching, and uses community resources to support student growth and achievement.	1 – 2 – 3 – 4 – 5 x	1 – 2 – 3 – 4 – 5 x
Forges a teaching philosophy. Articulates, justifies, acts on, and adapts a personal philosophy of teaching and learning that is consistent with current theory and professional ethical and legal standards.	1 – 2 – 3 – 4 – 5 N/A	1 – 2 – 3 – 4 – 5 N/A

Evidence, Feedback, and Future Areas for Improvement:

Cory is beginning to learn more about the curriculum and consider the individual needs, maturity, learning styles, and abilities of his middle school students. He is currently adding to lessons with engaging connectors and developing parts of lessons and activities that fit within the planned curricular content.

Cory shows great sensitivity and kindness in his daily interactions and models the respectful manner that he believes students should use with each other.

The MEAP testing window made changes in the teaching work and schedule of classes for three weeks in October. Cory has had little opportunity to articulate or adapt a personal philosophy of teaching or learning, but he will have more opportunities now that this testing is complete.

Teachers Value the Cultural, Social and Intellectual Funds that Students Bring to School

Teachers accept and value what children bring to school. Teachers scaffold learning by using students' prior knowledge, prior life experiences, personal life goals, role models, values, and talents.

The intern:	How often?	How well?
Respects, cares and communicates with all students. Recognizing both the challenges they face and the resources they offer, holds high expectations for all of them and shows visible care about their well-being, learning and achievement.	1 – 2 – 3 – 4 – 5 x	1 – 2 – 3 – 4 – 5 x
Assesses and adjusts. Offering special learning and testing arrangements to students who need them, employs multiple formative and summative assessments and adjust instruction in response to students' interests, strengths, backgrounds, actions, and learning.	1 – 2 – 3 – 4 – 5 N/A	1 – 2 – 3 – 4 – 5 N/A
Engages parents and guardians. Treats parents and guardians with respect, works with them to set expectations and support their children's learning, and communicates assessment data to them clearly and sensitively.	1 – 2 – 3 – 4 – 5 x	1 – 2 – 3 – 4 – 5 x

Evidence, Feedback, and Future Areas for Improvement:

Cory shows respect for his students in the way that he speaks and listens to them. He uses his voice and proximity to focus students in their learning, and he is quick to assist students with a quiet conversation.

Cory uses short, formative assessments to gauge student learning and works with his mentor to prepare students for regular district assessments of achievement. This work was also slow to develop due to MEAP testing and preparation for district benchmark assessments.

Cory is respectful of parents and guardians and is just beginning to engage in conversations with them about their children's learning and efforts. He has participated in Curriculum Night and will soon take part in Parent/Teacher conferences. He has taken part in parent meetings with his mentor and offered useful information.

Teaching is a Learning Profession

Teachers continue to learn and grow as they provide access to learning for self and others. Teachers learn as they use past life experience to solve professional problems in the present and to imagine a better future. Teachers learn in collaboration with others. Outside of the classroom, teachers are always reading and everything they read is filtered through their teaching.

The intern:	How often?	How well?
Reaches out. Fosters learning communities with colleagues, seeks and uses research, theory, and other professional and collegial resources to learn about students, curriculum, and pedagogy, and to design goals, curriculum, and classroom practice.	1 – 2 – 3 – 4 – 5 x	1 – 2 – 3 – 4 – 5 x

Evidence, Feedback, and Future Areas for Improvement:

Cory is working daily with his mentor teacher and other teachers that he has come to know. He is participating in PLC meetings and staff meetings and learning from other professional staff members. He considers his resources and what he has learned at MSU as he works with students and notes ideas that he will want to implement.

Social Studies Teaching is Interdisciplinary and Connects Students to the World Around Them

Social studies teachers creates connections to the world through active inquiry and the use of dynamic teaching strategies. Social studies teachers pull out the “big ideas” as they investigate essential questions with their students. Social studies teachers connect students to the world around them through the curriculum and assessments they have created. Social studies teachers draw from all areas of knowledge (both academic and artistic fields) in their lessons and units.

The intern:	How often?	How well?
Teaches for understanding. Creates learning environments that promote critical and higher order thinking skills, foster the acquisition of deep knowledge, and allow for substantive conversation about subject matter.	1 – 2 – 3 – 4 – 5 x	1 – 2 – 3 – 4 – 5 x
Seeks relevance and authenticity. Engages students in practical activities that demonstrate the relevance, purpose, and function of subject matter to make connections to the world beyond the classroom.	1 – 2 – 3 – 4 – 5 x	1 – 2 – 3 – 4 – 5 x
Uses technology for teaching and learning. Employs technology to enhance learning environments and actively seeks ways to get all students to work with available technology and other resources to reach learning goals in and out of school.	1 – 2 – 3 – 4 – 5 x	1 – 2 – 3 – 4 – 5 x

Evidence, Feedback, and Future Areas for Improvement:

Cory is aware of the importance of moving students toward higher order thinking skills and he is working on strategies for deeper questioning and discussion that will allow for thoughtful conversation around subject matter.

When possible, Cory seeks to help students see the connections between what they are learning and the bigger connections to the world. His use of current cartoons and power points help students make these connections.

Cory is very comfortable using the technology of the room, and his students readily use technology in their learning as a regular, almost daily resource.

Teachers and Students are Citizens

Citizens make informed choices and are aware of the impact of their choices on others (locally and globally). Citizens care both about the common good and the unique needs of individuals. Teachers and students recognize and respect each other as citizens of the classroom, school, community, nation and Earth.

The intern:	How often?	How well?
Dignity and respect. Models respect for the role of the individual in a free society, including the importance of individual rights and responsibilities.	1 – 2 – 3 – 4 – 5 x	1 – 2 – 3 – 4 – 5 x
Structures participation. Structures a democratic classroom environment that supports and respects inquiry, curiosity, and risk-taking and employs pedagogies that engage students in meaningful learning, decision-making, problem solving, and conflict resolution.	1 – 2 – 3 – 4 – 5 x	1 – 2 – 3 – 4 – 5 x

Evidence, Feedback, and Future Areas for Improvement:

Cory models a quiet respect for his students that supports their curiosity and learning. He is learning how every minute of instruction is important in a fast-paced teaching schedule.

Cory is also working to find ways to better organize the classroom environment into steady classroom routines and systems that will be beneficial to meaningful learning. He makes it possible for students to take learning risks and become active participants in learning activities.

Overall rating

	Does not meet expectations		Meets expectations			Exceeds expectations	
	1	2	3	4	5	6	7
				X			

SUMMATIVE COMMENTS, NOTES, AND REFLECTIONS ON THE INTERN'S WORK:

Cory is doing a good job of learning about his students and building respectful relationships with them. He is working well with his mentor to learn about planning and delivering good lessons. He is providing clear instruction and providing assistance to his students on a regular basis. He is working on systems and routines that will be helpful to him in classroom management, and he is working to integrate the planning, delivery, and management aspects of his teaching within the middle school Social Studies classroom. As this next section of the internship year unfolds, Cory will be taking more responsibility for planning lessons that will have him spending more time in front of students. The MEAP testing window impacted the schedule and the amount of time that was available for class.