Standard 1: Planning and Preparation

1a. Demonstrating knowledge of content and pedagogy
   • knowledge of the structure of the discipline, Common Core State Standards, and other content standards
   • knowledge of prerequisite relationships
   • knowledge of content-related pedagogy

1b. Demonstrating knowledge of students
   • knowledge of child and adolescent development
   • knowledge of the learning process
   • knowledge of students' skills, knowledge and language proficiency
   • knowledge of students' interests and cultural heritage
   • knowledge of students' special needs

1c. Setting instructional outcomes
   • align outcomes with Current Standards
   • value, sequence, and alignment
   • clarity
   • integration
   • suitability for diverse learners

1d. Demonstrating knowledge of resources
   • resources for classroom use
   • resources to extend content knowledge and pedagogy
   • resources for students

1e. Designing coherent instruction
   • learning activities
   • instructional materials and resources
   • instructional groups
   • lesson and unit structure

1f. Designing student assessments
   • congruence with instructional outcomes
   • criteria and standards
   • design of formative and summative assessments
   • use of assessment in ongoing planning

Standard 2: Classroom Environment

2a. Creating an environment of respect and rapport
   • teacher/student interaction; positive regard
   • student interactions with other students

2b. Establishing a culture for learning
   • importance of the content
   • expectations for learning and achievement
   • student pride in work

2c. Managing classroom procedures
   • management of instructional groups
   • management of transitions
   • management of materials and supplies
   • performance of non-instructional duties
   • management of volunteers and paraprofessionals

2d. Managing student behavior
   • expectations
   • monitoring of student behavior
   • response to student misbehavior

2e. Organizing physical space
   • safety and accessibility
   • arrangement of furniture and use of physical resources
   • resource rich environment

Standard 3: Instruction

3a. Communicating with students
   • expectations for learning
   • directions, procedures and explanation of content

3b. Using questioning and discussion techniques
   • quality of questions
   • discussion techniques/student participation

3c. Engaging students in learning
   • activities and assignments
   • grouping of students
   • instructional materials and resources
   • structure and pacing
   • instructional strategies

3d. Using assessment in instruction
   • assessment criteria
   • monitoring of student learning
   • feedback to students
   • student self-assessment and monitoring of progress

3e. Demonstrating flexibility and responsiveness
   • lesson adjustment
   • response to students
   • persistence

Standard 4: Professional Responsibilities

4a. Reflection on Teaching
   • accuracy
   • use in future teaching

4b. Maintaining accurate records
   • student completion of assignments
   • student progress in learning
   • non-instructional records

4c. Partnerships with families
   • helping families to navigate the educational system
   • sharing information about the instructional program and helping families to support learning
   • building partnerships and outreach with families
   • understanding cultural differences

4d. Participating in a professional community
   • relationships with colleagues
   • involvement in a culture of professional collaboration
   • service to the school
   • participation in school and district projects

4e. Growing and developing professionally
   • enhancement of content knowledge and pedagogical skill
   • receptivity to feedback from colleagues
   • service to profession

4f. Showing professionalism
   • integrity and ethical conduct
   • address students' needs
   • decision making
   • compliance with school and district regulations
MULTI-USE FORM INSTRUCTIONS

The lead teacher and university supervisor will use this form for formal observation, as a working document to monitor the intern’s performance for formal evaluations, and the Midpoint Progress Report.

The intern will be evaluated using 4 Standards of Professional Competence. Each standard is comprised of categories (lettered items) and each category contains a list of skills (bulleted items). The rating scale below is used for standards, categories, and skills. Ratings for skills are averaged to obtain the category rating. Categories are then averaged to obtain the overall rating for each standard. Round all scores to the hundredth decimal point. Write the score on the line to the left of each item.

While it may not be possible to observe all skills on this form during a single observation, all skills must be evaluated by the end of internship so make sure to target those skills in subsequent observations. Please see the Internship Manual for assessment and evaluation information as well as the appendix for the rubric and examples of ratings.

<table>
<thead>
<tr>
<th>RATING SCALE</th>
<th>Contact Director immediately. Performance Improvement Plan or other administrative action required.</th>
<th>Contact Director.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 to 1.99</td>
<td>INEFFECTIVE PERFORMANCE (unsatisfactory): not evident or often performs unsatisfactorily</td>
<td></td>
</tr>
<tr>
<td>2.00 to 2.99</td>
<td>Informal action plan, Performance Improvement Plan or other administrative action required.</td>
<td></td>
</tr>
<tr>
<td>3.00 to 3.99</td>
<td>Target areas for growth and refinement.</td>
<td></td>
</tr>
<tr>
<td>4.00</td>
<td>Explore professional development and enrichment opportunities.</td>
<td></td>
</tr>
</tbody>
</table>

OBSERVATIONS:
- The intern should complete the Pre-observation Information Sheet. The lead teacher or supervisor should engage the intern in the Pre-Observation Conference (the supervisor may do this via phone, Skype, or email).
- For each formal observation, the intern will post a formal lesson plan on webcampus in advance and will provide paper copies.
- Formal observations are completed independently by the lead teacher and supervisor at the following intervals or more often:
  - 2 formal observations before midpoint
  - 3 formal observations after midpoint
- This form may be used for informal observations.
- Attach observation notes, comments and recommendations to this form, give intern copies of each, and retain copies for your records.
- The lead teacher or supervisor will analyze the observation data and conduct the post-observation conference within the same day as the observation occurred.
- Provide a copy of this form and any written feedback to the intern. The intern must place these documents in Portfolio II.

WORKING DOCUMENT:
- The lead teacher and supervisor will use this form to monitor the intern’s performance throughout internship.
- Keep it current and attach examples and evidence for each standard.
- The supervisor will use the working document, among other things, to inform and prepare the midpoint progress report and final grade recommendation so it is important that it is kept up to date.
- The lead teacher and supervisor will collaborate on the midpoint progress report and the final grade recommendation.
- It is important for the lead teacher and supervisor to reconcile differences and base ratings on evidence. In the event reconciliation does not occur, contact the Director.

MIDPOINT PROGRESS REPORT:
- The working document, among other things, will inform this evaluation.
- This report is prepared by the supervisor in collaboration with the lead teacher.
- The supervisor will conduct a conference with the intern and lead teacher.
- This conference will be held in conjunction with the supervisor’s second or third observation.
- The supervisor will submit this report online to the Director at midpoint.
- Provide a copy of this form and any written feedback to the intern. The intern must place these documents in Portfolio II.

SELF-EVALUATION BY INTERN:
- The intern should complete a self-evaluation at mid-point and during the last two weeks of internship.
- The self-evaluation should be discussed during the midpoint progress and final conferences or more often as appropriate.