

**Towson University - Professional Development Schools
Formative Assessment Semester One Internship-Middle School Rotation**

Intern Emily Trumble

Mentor Kerry Sancomb

Please evaluate your intern's performance using the following criteria. Assessment should be reflective of expectations for a first semester pre-service intern. Please provide comments and suggestions for ratings of 2 or 1.

5 Distinguished	= Consistently demonstrates
4 Proficient	= Frequently demonstrates
3 Satisfactory	= Generally demonstrates
2 Basic/Needs Improvement	= Seldom demonstrates
1 Unsatisfactory	= Never demonstrates

Learner Development

The Intern:

1. Designs/modifies instruction to meet learners' developmental needs.	5	4	3	2	1	na
2. Develops instruction in all cognitive domains.	5	4	3	2	1	na
3. Assesses individual and group performance to scaffold the next level of performance.	5	4	3	2	1	na

Comments: Lesson plans demonstrate this need but Emily is not at the level to handle all the various levels in the classroom yet instructionally. It is a serious challenge for any intern to be able to observe, learn, and teach when coming in to school only once a week.

Learning Differences

The Intern:

4. Exhibits sensitivity to various subgroups including but not limited to special needs and diverse cultural groups.	5	4	3	2	1	na
5. Differentiates instruction for diverse learners.	5	4	3	2	1	na
6. Brings multiple perspectives to the discussion of content.	5	4	3	2	1	na

Comments: _____

Learning Environments

The Intern:

7. Provides a safe, positive learning climate of mutual respect and support.	5	4	3	2	1	na
8. Develops learning experiences that engage learners in collaborative and self-directed learning.	5	4	3	2	1	na
9. Collaborates with learners to develop shared expectations for quality work.	5	4	3	2	1	na

Comments: Can be abrupt and sarcastic in responses and directions to students - "Deal with it". Continues lesson without undivided attention of students. Students are off task without redirection by teacher.

Content Knowledge

The Intern:

10. Encourages learners in applying methods of inquiry/standards of evidence used in the discipline.	5	4	3	2	1	na
11. Stimulates learner reflection on prior knowledge and links new concepts to familiar concepts.	5	4	3	2	1	na
12. Evaluates and modifies instructional resources to meet learner needs.	5	4	3	2	1	na

Comments: 1018 million is not an appropriate example; exceptions to definition of primes; distributive property $20 + 45 = 5 \times 9 + 5 \times 4$

Application of Content

The Intern:

13. Engages learners in applying content knowledge to real world problems.	5	4	3	2	1	na
14. Engages learners in questioning and challenging assumptions in order to foster problem solving.	5	4	3	2	1	na
15. Engages learners in generating and evaluating new ideas.	5	4	3	2	1	na

16. Assists learners in seeking inventive solutions to problems and developing original work. 5 4 3 2 1 na

Comments: _____

Assessment

The Intern:	5	4	3	2	1	na
17. Uses formative and summative assessment to support, verify, and document learning.	5	4	3	2	1	na
18. Designs assessments that align with objectives.	5	4	3	2	1	na
19. Examines performance data to understand learners' progress and guide planning.	5	4	3	2	1	na

Comments: #19 Unfortunately I do not feel Emily was here enough to be able to do this.

Planning for Instruction

The Intern:	5	4	3	2	1	na
20. Provides evidence of long and short term planning.	5	4	3	2	1	na
21. Uses assessment data to adjust instruction.	5	4	3	2	1	na
22. Plans within the framework of curricular goals and content standards.	5	4	3	2	1	na

Comments:

Instructional Strategies

The Intern:	5	4	3	2	1	na
23. Uses a variety of instructional strategies.	5	4	3	2	1	na
24. Adjusts instruction in response to learners' needs.	5	4	3	2	1	na
25. Engages all learners in developing higher order questioning skills.	5	4	3	2	1	na
26. Varies his/her role in the instructional process in relation to the purpose of instruction.	5	4	3	2	1	na

Comments: Not really given the opportunity, lessons have not gone in the direction that would lend itself #24.

Professional Learning and Ethical Practice

The Intern:	5	4	3	2	1	na
27. Engages in learning experiences aligned with his/her needs and needs of the learners.	5	4	3	2	1	na
28. Uses a variety of data to evaluate outcomes of teaching.	5	4	3	2	1	na
29. Advocates and models ethical use of information.	5	4	3	2	1	na

Comments:

Leadership and Collaboration

The Intern:	5	4	3	2	1	na
30. Exhibits the necessary interpersonal competencies to function effectively with students, parents, and to function collaboratively with as part of a professional team.	5	4	3	2	1	na
31. Works with school professionals to plan and facilitate learning.	5	4	3	2	1	na
32. Actively participates in service projects.	5	4	3	2	1	na

Comments: Several colleagues have mentioned that Emily seems disengaged in the topic for discussion - like she is overconfident in her abilities and lacks appreciation for what others can offer (I don't feel like she is aware of this).

Professional Behavior

The Intern:	5	4	3	2	1	na
33. Projects an image of professionalism.	5	4	3	2	1	na
34. Arrives on time for professional commitments with required plans & materials.	5	4	3	2	1	na
35. Has the physical stamina to meet all expected duties and responsibilities.	5	4	3	2	1	na
36. Shows respect for self and others.	5	4	3	2	1	na
37. Seeks assistance and follows supervision in a timely manner and accepts and responds appropriately to constructive feedback from mentor.	5	4	3	2	1	na
38. Organizes time and materials, prioritizes tasks and adapts to changing situations.	5	4	3	2	1	na

Comments: #37 I have given Emily several suggestions she hasn't taken (Bingo question); #38 I help Emily change lesson plan as it's occurring to meet better time management and objectives.

Technology Integration

The Intern:	5	4	3	2	1	na
39. Uses available instructional technologies to design and deliver relevant instruction.	5	4	3	2	1	na
40. Uses professional strategies to acquire and use new technologies.	5	4	3	2	1	na
41. Uses supplementary resources and technologies to provide relevance for all learners.	5	4	3	2	1	na
42. Uses technologies to communicate effectively with families and colleagues.	5	4	3	2	1	na