

MIDDLE SCHOOL MENTOR EVALUATION OF INTERNSHIP - ROTATION 1

Survey Details

From:

Mello,Diane

Instructions:

Status:

Complete Late

End Date:

03/23/2018 01:00 AM

Please evaluate your intern's performance, relative to what a competent beginning teacher should know and be able to demonstrate.

INTERNSHIP INFORMATION

Your Last Name*

Sancomb

Your First Name*

Kerry

Last Name of Intern*

Trumble

First Name of Intern*

Emily

Please indicate whether you are a Mentor Teacher or University Supervisor*

Mentor Teacher

PART I. INTASC STANDARDS

Please assess your intern's performance level and indicate your rating on each of the InTASC Standards.

The Learner and Learning

	Distinguished (Consistently demonstrated)	Proficient (Frequently demonstrated)	Satisfactory (Generally demonstrated)	Basic/Needs Improvement (Seldom demonstrated)	Unsatisfactory (Failed to demonstrate)	Score/Comment
InTASC 1: Learner Development The intern	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input checked="" type="radio"/>	1 <input type="radio"/>	2

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demonstrated understanding of how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designed and implemented developmentally appropriate and challenging learning experiences.

InTASC 2:
Learning Differences The intern demonstrated understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enabled each learner to meet high standards

5

4

3

2

1

3

InTASC 3:
Learning Environments The intern worked with others to create environments that supported individual and collaborative learning, and that encouraged positive social interaction, active engagement in learning, and self-motivation

5

4

3

2

1

3

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	Rubric Score	8
	Rubric Mean	2.666

Content

	Distinguished (Consistently demonstrated)	Proficient (Frequently demonstrated)	Satisfactory (Generally demonstrated)	Basic/Needs Improvement (Seldom demonstrated)	Unsatisfactory (Failed to demonstrate)	Score/Comment
InTASC 4: Content Knowledge The intern demonstrated understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she taught and created learning experiences that made the discipline accessible and meaningful for ALL learners to assure mastery of the content.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3
InTASC 5: Application of Content The intern demonstrated understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3

Skip Navigation	Rubric Score	6
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Instructional Practice

	Distinguished (Consistently demonstrated)	Proficient (Frequently demonstrated)	Satisfactory (Generally demonstrated)	Basic/Needs Improvement (Seldom demonstrated)	Unsatisfactory (Failed to demonstrate)	Score/Comment
InTASC 6: Assessment to Prove and Improve Student Learning The intern demonstrated understanding and used multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	
InTASC 7: Planning for Instruction The intern planned instruction that supported every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input checked="" type="radio"/>	1 <input type="radio"/>	2
InTASC 8: Instructional Strategies The intern	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3

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demonstrated understanding and used a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

	Rubric Score	5
	Rubric Mean	2.5

Professional Responsibility

	Distinguished (Consistently demonstrated)	Proficient (Frequently demonstrated)	Satisfactory (Generally demonstrated)	Basic/Needs Improvement (Seldom demonstrated)	Unsatisfactory (Failed to demonstrate)	Score/Comment
InTASC 9: Professional Learning and Ethical Practice The intern engaged in ongoing professional learning and used evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapted practice to meet the needs of each learner.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3
InTASC 10: Leadership and	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	Skip Navigation	1 <input type="radio"/>	3

Collaboration
The intern
sought
appropriate
leadership roles
and
opportunities to
take
responsibility
for student
learning, to
collaborate with
learners,
families,
colleagues,
other school
professionals,
and community
members to
ensure learner
growth, and to
advance the
profession.

Rubric Score 6

Rubric Mean 3

Technology

	Distinguished (Consistently demonstrated)	Proficient (Frequently demonstrated)	Satisfactory (Generally demonstrated)	Basic/Needs Improvement (Seldom demonstrated)	Unsatisfactory (Failed to demonstrate)	Score/Comment
The intern used available technology not as an end in itself, but as a tool for learning and communication, integrating its use in all facets of professional practice, and for adapting instruction to meet the needs of each learner.	5 <input type="radio"/>	4 <input checked="" type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	4
Rubric Score						4
Rubric Mean						4

PART II. OTHER PERFORMANCE FACTORS

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Please assess your intern's demonstrated ability, using the rating scale found below:

	Distinguished (Consistently demonstrated)	Proficient (Frequently demonstrated)	Satisfactory (Generally demonstrated)	Basic/Needs Improvement (Seldom demonstrated)	Unsatisfactory (Failed to demonstrate)	Not Applicable [if placement did not provide opportunity]	Score/Comment
1. The intern differentiated instruction and worked effectively with learners from diverse backgrounds (ex., socio-economic, racial, ethnic).	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input type="radio"/>	3
2. The intern differentiated instruction and worked effectively with learners with special needs.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input checked="" type="radio"/>	
3. The intern differentiated instruction and worked effectively with English Language Learners (ELL).	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input checked="" type="radio"/>	
4. The intern differentiated instruction and worked effectively with gifted and talented learners.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input checked="" type="radio"/>	1 <input type="radio"/>	<input type="radio"/>	2
5. The intern collaboratively planned and/or taught with specialized resource personnel (ex., guidance	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	<input checked="" type="radio"/>	

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counselor,
resource
teacher,
special
educator,
reading
specialist,
media
specialist,
speech
pathologist).

Rubric Score 5

Rubric Mean 2.5

PART III. AMLE STANDARDS

Please assess your intern's performance level and indicate your rating on each of the AMLE Standards. Middle School candidates must demonstrate the knowledge, skills, and dispositions to organize and provide experiences that provide instruction at the appropriate school level for the study of:

Standard 1. Young Adolescent Development: Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents. Required performances include:

	Distinguished (Consistently)	Proficient (Frequently)	Satisfactory (Generally)	Basic/Needs Improvement (Seldom)	Unsatisfactory (Failed to)	Score/Comment
1.A. Demonstrates knowledge and understanding of the intellectual, physical, social, emotional, and moral characteristics of their young adolescent students to create appropriate learning environments for all students.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3
1.B. Implements curriculum and instruction that is responsive to young adolescent differences (e.g. race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3

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1.C. Uses knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3
1.D. Demonstrates ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3
Rubric Score						12
Rubric Mean						3

Standard 2. Middle Level Philosophy and School Organization: Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). Required performances include:

	Distinguished (Consistently)	Proficient (Frequently)	Satisfactory (Generally)	Basic/Needs Improvement (Seldom)	Unsatisfactory (Failed to)	Score/Comment
2.A. Demonstrates a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, social studies, science) and incorporates information literacy skills and state-of-the-art technologies into teaching their subjects	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3
2.B. Uses knowledge	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	Skip Navigation		1 <input type="radio"/> 3

of local, state, national, and common core standards to frame their teaching and design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.

2.C. Demonstrates the interdisciplinary nature of knowledge by developing and implementing relevant, challenging, integrative, and exploratory curriculum.

5 ☐ 4 ☐ 3 ☐ 2 ☒ 1 ☐ 2

Rubric Score 8

Rubric Mean 2.666

Standard 3. Middle Level Philosophy and School Organization. Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components. Required performances include:

	Distinguished (Consistently)	Proficient (Frequently)	Satisfactory (Generally)	Basic/Needs Improvement (Seldom)	Unsatisfactory (Failed to)	Score/Comment
3.A. Demonstrates an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.	5 <input type="radio"/>	4 <input checked="" type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	4
3.B. Applies knowledge of effective middle school programs to function successfully within a variety of school organizational settings	5 <input type="radio"/>	4 <input checked="" type="radio"/>	3 <input type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	4

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Rubric Score 8

Rubric Mean 4

Standard 4. Middle Level Instruction and Assessment Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). Required performances include:

	Distinguished (Consistently)	Proficient (Frequently)	Satisfactory (Generally)	Basic/Needs Improvement (Seldom)	Unsatisfactory (Failed to)	Score/Comment
4.A. Uses knowledge of instruction and assessment strategies that are especially effective in the subjects they teach	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3
4.B. Employs a wide variety of effective teaching, learning and assessment strategies.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	2 <input checked="" type="radio"/>	1 <input type="radio"/>	2
4.C. Develops and administers assessments and use them as formative and summative tools to create meaningful learning experiences.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3
4.D. Demonstrates ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources and establishes an equitable, caring, productive learning environment.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3
Rubric Score						11
Rubric Mean						2.75

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Standard 5. Middle Level Professional Roles Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors. Required performances include:

	Distinguished (Consistently)	Proficient (Frequently)	Satisfactory (Generally)	Basic/Needs Improvement (Seldom)	Unsatisfactory (Failed to)	Score/Comment
5.A. Understands, reflects on, and are successful in the unique role of middle level professionals (e.g., members of teaching teams and advisors to young adolescents).	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3
5.B. Serves as advocate for all young adolescents and for developmentally responsive schooling practices.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3
5.C. Understands and values the ways diverse family structures and cultural backgrounds influence and enrich learning, and communicate and collaborate with families from diverse cultures and backgrounds.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3
5.D. Models high standards of ethical behavior and professional competence.	5 <input type="radio"/>	4 <input type="radio"/>	3 <input checked="" type="radio"/>	2 <input type="radio"/>	1 <input type="radio"/>	3
Rubric Score						12
Rubric Mean						3

SUMMARY

Summarizing statements regarding the intern’s classroom experiences during this placement and ability to assume the role of classroom teacher:

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While Emily has made huge progress from the fall, there is growth to be made. Each lesson and activity should have purpose and be planned thoughtfully. Details are important to help carry out a smooth lesson. Structure and routine help middle school students feel comfortable.

Emily was always open to feedback but often wasn't successful applying the feedback. I believe she wanted to but just couldn't at this time. At times, activities became more complicated because of technology (hat wasn't necessary or directions that were unclear.

Emily has the creative ability necessary to plan exciting lessons. She is enthusiastic and wants to be successful.

TOTAL

Total Score:

85.0

Total Mean:

2.931

Close