

Intern Field Evaluation Form

Based on Colorado Teacher Quality Standards

Note: this form **only** works as a fillable pdf if downloaded, then saved & used with Adobe Acrobat

Instructions

- ✓ This form is to be used for both mid-term and final field evaluation.
- ✓ Ratings need to be completed and averaged in both columns.
- ✓ Signatures are required at mid-term and for the final evaluation.

****To be recommended for licensure, interns must demonstrate proficiency through this evaluation and other course requirements.**

Marking Key

E used to mark indicators for Elementary Evaluation
S used to mark indicators for Secondary Evaluation

Rating Scale*

1 = Emerging
TC not meeting all indicators in Basic column.

2 = Basic
Must meet all indicators in the Basic column to receive this rating.

3 = Partially Proficient
Must meet all indicators in the Basic and Partially Proficient columns to receive this rating.

4 = Proficient
Must meet all indicators in the Basic, Partially Proficient, and Proficient column to receive this rating.

Final Proficiency:

Interns must score an overall average of **3.0** in their final evaluation with **no more than two "Basic" (#2) scores.**

Candidate Name (Print): _____ Semester _____ Year _____

Program:

Early Childhood: ☐ Pre-K ☐ Primary

ITL: ☐ Elem ☐ Secondary ☐ PE

Content Area for Secondary: _____

Traditional: ☐ Elementary

☐ Secondary _____ (Content Area) ☐ K-12 _____ (Major)

Student TQS Field Ratings:

*Use the numbers from the Rating Scale**

TQS 1 Placement:	1st	2nd
1A		
1B		
1C		
TQS 1 Total		
TQS 1 Avg. = score/3		

TQS 2 Placement:	1st	2nd
2A		
2B		
2C		
2D		
TQS 3 Total		
TQS 1 Avg. = score/4		

TQS 3 Placement:	1st	2nd
3A		
3B		
3C		
3D		
3E		
3F		
TQS 2 Total		
TQS 2 Avg. = score/6		

TQS 4 Placement:	1st	2nd
4A		
4B		
4C		
TQS 4 Total		
TQS 1 Avg. = score/3		

Field Proficiency Summary

1st Field Placement Proficiency Rating	
Total	
Average score/16	

Second Field Placement Proficiency Rating	
Overall Total	
Overall Average score/16	

Observation Key:

Observable: Bold and italics are used to identify professional practices that are **observable** during a classroom observation.

Not Observable: Plain font is used to identify Professional Practice that is not observable during a classroom observation.

Field Evaluation Signatures and Report Page

Colorado Mesa University – Center for Teacher Education

1st Placement REPORT: *(Select one of the two statements that best reflects the student teacher's progress)*

1. _____ has demonstrated the knowledge, attitudes, behaviors, and skills leading toward proficiency* of the Colorado Teacher Quality/InTASC Standards and should be allowed to continue with the teaching internship. (*This statement does not indicate a candidate has met all standards required to be successful in the internship – it is only a check of progress at the midterm point.)
2. _____ has some significant weaknesses in the knowledge, attitudes, behaviors and skills necessary for meeting the Colorado Teacher Quality/InTASC Standards and/or has not taken the lead role for a minimum of 2-3 weeks. A remediation plan is required before the teacher candidate continues with the internship.

Comments:

Mentor Teacher Signature & Date

University Supervisor Signature & Date

TC Comments:

**Teacher Candidate Signature & Date

2nd Placement REPORT: *(Select one of the two statements that best reflects the student teacher's progress)*

1. _____ has demonstrated proficiency in the Colorado Teacher Quality/InTASC Standards in this field placement with an overall final rating average of 3.0 or higher, with no more than two "Basic" rating scores.
2. _____ has failed to demonstrate proficiency in the Colorado Teacher Quality/InTASC Standards, scoring below a 3.0 overall final rating average and/or by receiving more than two "Basic" (#2) rating scores.

Comments:

Mentor Teacher Signature & Date

University Supervisor Signature & Date

TC Comments:

**Teacher Candidate Signature & Date

***My signature indicates that I have read and had this evaluation explained to me by my Mentor Teacher or University Supervisor. However, my signature does not necessarily indicate an agreement with the evaluation.*

QUALITY STANDARD I

Interns demonstrate mastery of and pedagogical expertise in the content they teach. The elementary intern is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary intern has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Evidence/Notes
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ELEMENT A: Interns provide instruction that is aligned with the Colorado Academic Standards and their district's organized plan of instruction.

<p>THE INTERN plans lessons that reflect:</p> <p>1 <i>Colorado Academic Standards.</i> <input type="checkbox"/></p> <p>2 <i>Relevant instructional objectives.</i> <input type="checkbox"/></p> <p>3 <i>Formative and summative assessment results.</i> <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN implements lessons that:</p> <p>4 <i>Align to the district's plan of instruction.</i> <input type="checkbox"/></p> <p>5 <i>Reflect vertical and horizontal alignment of the grade or subject area.</i> <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN:</p> <p>6 <i>Implements and communicates learning objectives and student outcomes based on standards.</i> <input type="checkbox"/></p>	
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ELEMENT B: Interns develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.

<p>THE INTERN:</p> <p>1 <i>Connects lessons to key concepts and themes within other disciplines and/or content areas.</i> <input type="checkbox"/></p> <p>2 <i>Makes content-specific academic language accessible to students.</i> <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN: implements instructional strategies across content areas that include:</p> <p>3 <i>Literacy.</i> <input type="checkbox"/></p> <p>4 <i>Mathematical practices.</i> <input type="checkbox"/></p> <p>5 <i>Language development.</i> <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN:</p> <p>6 <i>Makes interdisciplinary connections explicit to students.</i> <input type="checkbox"/></p> <p>7 <i>Strategically integrates literacy skills (reading, writing, listening, speaking) across content areas.</i> <input type="checkbox"/></p> <p>8 <i>Strategically integrates mathematical practices across content areas.</i> <input type="checkbox"/></p>	
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Marking Key

Observation Key:

E	E is used to mark indicators for the Elementary Evaluation	Observable: Bold and italics are used to identify professional practices that are observable during a classroom observation.
S	S is used to mark indicators for the Secondary Evaluation	Not Observable: Plain font is used to identify Professional Practice that is not observable during a classroom observation.

QUALITY STANDARD I Cont.

Interns demonstrate mastery of and pedagogical expertise in the content they teach. The elementary intern is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary intern has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

Basic	Partially Proficient	Proficient (Meets State Standard)	Evidence/Notes
ELEMENT C: Interns demonstrate knowledge of the content, central concepts, inquiry, appropriate evidence-based instructional practices, and specialized characteristics of the disciplines being taught.			
THE INTERN: 1 <i>Scaffolds questions, concepts, and skills based on a sequence of learning.</i> <input type="checkbox"/> 2 <i>Uses instructional materials that are accurate and appropriate for the lesson being taught.</i> <input type="checkbox"/> 3 <i>Encourages and provides opportunities for students to make connections to prior learning.</i> <input type="checkbox"/>	... and THE INTERN implements: 4 <i>Content-based instructional strategies that best align to the learning objective.</i> <input type="checkbox"/> 5 <i>Multiple models and delivery methods to explain concepts accurately.</i> <input type="checkbox"/> 6 <i>Questioning techniques to support disciplinary inquiry.</i> <input type="checkbox"/>	... and THE INTERN: 7 <i>Anticipates student misconceptions related to learning and addresses those misconceptions during instruction.</i> <input type="checkbox"/> 8 <i>Implements challenging tasks and opportunities that encourage students to ask questions and construct new meaning.</i> <input type="checkbox"/>	

Scoring Instructions

- ✓ Ratings need to be completed both at midterm and for the final evaluation.
- ✓ A rating per indicator needs to be calculated on a 4.0 scale and added on page 1 of the evaluation.
- ✓ Signatures are required at mid-term and for the final evaluation.

Rating Scale	1 = Emerging TC not meeting all indicators in Basic column.	2 = Basic Must meet all indicators in the Basic column to receive this rating.	3 = Partially Proficient Must meet all indicators in the Basic and Partially Proficient columns to receive this rating.	4 = Proficient Must meet all indicators in the Basic, Partially Proficient, and Proficient column to receive this rating.
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QUALITY STANDARD II

Interns establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Evidence/Notes
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ELEMENT A: Interns foster a predictable learning environment characterized by acceptable student behavior and efficient use of time in which each student has a positive, nurturing relationship with caring adults and peers.

<p>THE INTERN maintains:</p> <p>1 <i>Safety and welfare of students and the environment.</i> <input type="checkbox"/></p> <p>2 <i>Clear expectations for student behavior.</i> <input type="checkbox"/></p> <p>3 <i>Procedures and routines to guide instruction and transitions.</i> <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN:</p> <p>4 <i>Facilitates student accountability to school and class procedures and routines.</i> <input type="checkbox"/></p> <p>5 <i>Consistently reinforces student expectations.</i> <input type="checkbox"/></p> <p>6 <i>Demonstrates a caring and respectful relationship with students.</i> <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN makes maximum use of instructional time by:</p> <p>7 <i>Implementing purposeful pacing and efficient transitions.</i> <input type="checkbox"/></p> <p>8 <i>Using appropriate strategies to reduce disruptive or off-task behaviors.</i> <input type="checkbox"/></p>	
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ELEMENT B: Interns demonstrate an awareness of, a commitment to, and a respect for multiple aspects of diversity, while working toward common goals as a community of learners.

<p>THE INTERN:</p> <p>1 <i>Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics and other aspects of culture on student perspectives.</i> <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN: creates a classroom environment in which diversity is used to ensure:</p> <p>2 <i>A sense of community among students.</i> <input type="checkbox"/></p> <p>3 <i>Effective interactions among students.</i> <input type="checkbox"/></p> <p>4 <i>Incorporates instruction that reflects diverse backgrounds, experiences, and different points of view.</i> <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN:</p> <p>5 <i>Delivers lessons to ensure students' backgrounds and contextual knowledge are considered.</i> <input type="checkbox"/></p> <p>6 <i>Uses materials and lessons that counteract stereotypes to acknowledge the contributions of all cultures.</i> <input type="checkbox"/></p>	
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Marking Key

Observation Key:

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S	S is used for the Secondary Evaluation	Not Observable: Plain font is used to identify Professional Practice that is not observable during a classroom observation.

QUALITY STANDARD II Cont.

Interns establish a safe, inclusive and respectful learning environment for a diverse population of students.

Basic		Partially Proficient		Proficient (Meets State Standard)		Evidence/Notes	
ELEMENT C: Teachers engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students.							
THE INTERN: 1 Plans for students that have a variety of learning needs and interests. <input type="checkbox"/> 2 Adapts the physical environment to support individual student needs. <input type="checkbox"/>		... and THE INTERN: 3 Implements a variety of inclusion, intervention or enrichment practices to address unique learning needs and interests. <input type="checkbox"/> 4 Implements learning plan(s) to address student needs. <input type="checkbox"/> 5 Encourages contributions of students across a range of ability levels. <input type="checkbox"/>		... and THE INTERN: 6 Initiates collaboration with colleagues to better understand and respond to student learning needs. <input type="checkbox"/> 7 Provides opportunities and support for students to self-select tasks that accelerate progress toward their learning goals. <input type="checkbox"/> 8 Integrates coping skills such as self-reflection, self-regulation and persistence into instruction. <input type="checkbox"/>			
ELEMENT D: Interns work collaboratively with the families and/or significant adults for the benefit of students.							
THE INTERN: establishes: 1 A classroom environment that encourages participation from families and/or significant adults. <input type="checkbox"/> 2 Respectful relationships with families and/or significant adults. <input type="checkbox"/>		... and THE INTERN: 3 Uses a variety of methods to initiate communication with families and/or significant adults in the school and community. <input type="checkbox"/> 4 Shares feedback on student progress with families and/or significant adults. <input type="checkbox"/>		... and THE INTERN: 5 Facilitates communication between families and/or colleagues who provide student services. <input type="checkbox"/> 6 Recognizes obstacles to family and community participation and seeks solutions to overcome them. <input type="checkbox"/>			
Rating Scale	1 = Emerging TC not meeting all indicators in Basic column.	2 = Basic Must meet all indicators in the Basic column to receive this rating.	3 = Partially Proficient Must meet all indicators in the Basic and Partially Proficient columns to receive this rating.	4 = Proficient Must meet all indicators in the Basic, Partially Proficient, and Proficient column to receive this rating.			

QUALITY STANDARD III

Interns plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Evidence/Notes
ELEMENT A: Interns demonstrate knowledge about the ways in which learning takes place, including the levels of intellectual, physical, social, and emotional development of their students.			
THE INTERN: 1 Considers the intellectual, physical, social, and emotional development of students when planning lessons. <input type="checkbox"/>	... and THE INTERN: 2 Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction. <input type="checkbox"/>	... and THE INTERN: engages students in: 3 <i>Developmentally-appropriate learning.</i> <input type="checkbox"/> 4 <i>Creative learning experiences.</i> <input type="checkbox"/>	
ELEMENT B: Interns use formal and informal methods to assess student learning, provide feedback, and use results to inform planning and instruction.			
THE INTERN: 1 Determines the students' current skill levels and uses that information to plan instruction. <input type="checkbox"/> 2 <i>Selects assessment strategies aligned to the learning objective.</i> <input type="checkbox"/> 3 <i>Monitors student learning in relation to the learning objective.</i> <input type="checkbox"/>	... and THE INTERN: 4 <i>Uses assessment results to guide real-time adjustments to instruction.</i> <input type="checkbox"/> 5 Evaluates and documents student performance based on multiple measures to set learning goals. <input type="checkbox"/> 6 <i>Provides timely feedback to students that is academically focused, frequent, and high quality.</i> <input type="checkbox"/>	... and THE INTERN: 7 <i>Models how to incorporate feedback to improve learning.</i> <input type="checkbox"/> 8 <i>Provides students opportunities to revise their work based on feedback.</i> <input type="checkbox"/>	
ELEMENT C: Interns integrate and utilize appropriate available technology to engage students in authentic learning experiences.			
THE INTERN: 1 Plans lessons incorporating available technology. <input type="checkbox"/> 2 Assesses available technology to use with instruction. <input type="checkbox"/>	... and THE INTERN: uses available technology to: 3 <i>Facilitate classroom instruction.</i> <input type="checkbox"/> 4 <i>Develop students' knowledge and skills based on lesson outcomes.</i> <input type="checkbox"/> 5 <i>Models responsible and ethical use of technology and applications.</i> <input type="checkbox"/>	... and THE INTERN integrates available technology to enhance: 6 <i>Creativity.</i> <input type="checkbox"/> 7 <i>Use of information.</i> <input type="checkbox"/> 8 <i>Collaboration.</i> <input type="checkbox"/>	

QUALITY STANDARD III – Cont.

Interns plan and deliver effective instruction and create an environment that facilitates learning for their students.

Basic	Partially Proficient	Proficient (Meets State Standard)	Evidence/Notes
ELEMENT D: Interns establish and communicate high expectations and use processes to support the development of critical-thinking and problem-solving skills.			
THE INTERN: 1 <i>Establishes expectations at a level that challenges students.</i> <input type="checkbox"/> 2 Plans lessons that incorporate critical-thinking and problem-solving skills. <input type="checkbox"/>	... and THE INTERN: 3 <i>Uses questioning strategies to develop students' critical-thinking and problem-solving skills.</i> <input type="checkbox"/> 4 <i>Uses wait time to encourage student responses.</i> <input type="checkbox"/>	... and THE INTERN: 5 <i>Models critical-thinking and problem-solving skills.</i> <input type="checkbox"/>	
ELEMENT E: Interns provide students with opportunities to work in teams and develop leadership.			
THE INTERN: 1 <i>Has a clear purpose for student collaboration.</i> <input type="checkbox"/>	... and THE INTERN: 2 <i>Provides opportunities for students to participate using various roles and modes of communication.</i> <input type="checkbox"/> 3 <i>Adjusts team composition based on learning objectives and student needs.</i> <input type="checkbox"/>	... and THE INTERN: 4 <i>Holds students accountable for work product and collaboration processes.</i> <input type="checkbox"/> 5 <i>Promotes teamwork and leadership skills.</i> <input type="checkbox"/>	
ELEMENT F: Interns model and promote effective communication.			
THE INTERN: 1 <i>Establishes classroom practices to support effective communication.</i> <input type="checkbox"/> 2 <i>Provides clear directions to guide student learning and behavior.</i> <input type="checkbox"/>	... and THE INTERN: 3 <i>Articulates thoughts and ideas clearly and effectively.</i> <input type="checkbox"/> 4 <i>Uses active listening strategies with students.</i> <input type="checkbox"/>	... and THE INTERN: 5 <i>Teaches students, with audience in mind, to articulate thoughts and ideas clearly and effectively.</i> <input type="checkbox"/>	

QUALITY STANDARD IV

Interns demonstrate professionalism through ethical conduct, reflection, and leadership.

Basic	Partially Proficient	Proficient (Meets State Standard)	Evidence/Notes
ELEMENT A: Interns demonstrate high standards for professional conduct.			
<p>THE INTERN: maintains confidentiality of:</p> <p>1 Student records and data as required by law. <input type="checkbox"/></p> <p>2 Student, family and fellow teacher interactions with colleagues. <input type="checkbox"/></p> <p>3 Demonstrates reliable and responsible behavior. <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN: engages in interactions that are:</p> <p>4 <i>Respectful.</i> <input type="checkbox"/></p> <p>5 <i>Consistent.</i> <input type="checkbox"/></p> <p>6 <i>Reasonable.</i> <input type="checkbox"/></p> <p>7 <i>Models ethical behavior.</i> <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN: 8 <i>Promotes ethical behavior of students as individuals and as members of a community.</i> <input type="checkbox"/></p>	
ELEMENT B: Interns link professional growth to their professional goals.			
<p>THE INTERN: reflects on and engages in professional learning activities aligned to:</p> <p>1 Colorado Academic Standards. <input type="checkbox"/></p> <p>2 School and district goals. <input type="checkbox"/></p> <p>3 Professional goals and growth plan. <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN: 4 <i>Applies knowledge and skills learned through professional learning to improve student outcomes.</i> <input type="checkbox"/></p> <p>5 <i>Seeks performance feedback from supervisor and/or colleagues to improve practice.</i> <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN: 6 <i>Implements performance feedback from supervisor and/or colleagues to improve practice.</i> <input type="checkbox"/></p> <p>7 Applies research as a key component of ongoing learning and development. <input type="checkbox"/></p>	
ELEMENT C: Interns respond to a complex, dynamic environment.			
<p>THE INTERN: 1 Maintains a productive and respectful relationship with colleagues. <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN: adapts to the changing demands of the:</p> <p>2 Classroom environment. <input type="checkbox"/></p>	<p>... and</p> <p>THE INTERN adapts to the changing demands of the:</p> <p>3 School environment. <input type="checkbox"/></p>	