Intern Field Evaluation Form
Based on Colorado Teacher Quality Standards

Candidate Name (Print): ___________________________  Semester _______ Year ______

Program: Early Childhood: □ Pre-K □ Primary
ITL: □ Elem □ Secondary □ PE
Traditional: □ Elementary
□ Secondary____________ (Content Area) □ K-12________________ (Major)

Student TQS Field Ratings:
Use the numbers from the Rating Scale*

<table>
<thead>
<tr>
<th>TQS 1</th>
<th>Mid-Term</th>
<th>Final</th>
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<tbody>
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<td>TQS 1 Total</td>
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<tr>
<td>TQS1 Avg.</td>
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<td>TQS 4 Total</td>
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<tr>
<td>TQS4 Avg.</td>
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Field Proficiency Summary

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.

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.
MIDTERM 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:

______________________________ & Date

Mentor Teacher Signature

______________________________ & Date

University Supervisor Signature

TC Comments:

**Teacher Candidate Signature & Date

FINAL 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:

______________________________ & Date

Mentor Teacher Signature

______________________________ & Date

University Supervisor Signature

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).

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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.

**THE INTERN** plans lessons that reflect:

1. **Colorado Academic Standards.**
2. Relevant instructional objectives.
3. Formative and summative assessment results.

... and **THE INTERN** implements lessons that:

4. Align to the district’s plan of instruction.
5. Reflect vertical and horizontal alignment of the grade or subject area.

... and **THE INTERN**:

6. Implements and communicates learning objectives and student outcomes based on standards.

## ELEMENT B: Interns develop and implement lessons that connect to a variety of content areas/disciplines and emphasize literacy and mathematical practices.

**THE INTERN:**

1. Connects lessons to key concepts and themes within other disciplines and/or content areas.
2. Makes content-specific academic language accessible to students.

... and **THE INTERN** implements instructional strategies across content areas that include:

3. **Literacy.**
4. **Mathematical practices.**
5. **Language development.**

... and **THE INTERN**:

6. Makes interdisciplinary connections explicit to students.
7. Strategically integrates literacy skills (reading, writing, listening, speaking) across content areas.
8. Strategically integrates mathematical practices across content areas.

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### Marking Key

- **√ or M** used to mark indicators for Midterm Evaluation
- **X** used to mark indicators for Final Evaluation

### Observation Key:

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

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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).

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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 Scaffolds questions, concepts, and skills based on a sequence of learning.

2 Uses instructional materials that are accurate and appropriate for the lesson being taught.

3 Encourages and provides opportunities for students to make connections to prior learning.

... and

THE INTERN implements:

4 Content-based instructional strategies that best align to the learning objective.

5 Multiple models and delivery methods to explain concepts accurately.

6 Questioning techniques to support disciplinary inquiry.

... and

THE INTERN:

7 Anticipates student misconceptions related to learning and addresses those misconceptions during instruction.

8 Implements challenging tasks and opportunities that encourage students to ask questions and construct new meaning.

Scoring Instructions
√ Ratings need to be completed both at midterm and for the final evaluation.
√ An overall rating per standard needs to be averaged 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.

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

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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.

**THE INTERN** maintains:

1. Safety and welfare of students and the environment.
2. Clear expectations for student behavior.
3. Procedures and routines to guide instruction and transitions.

... and **THE INTERN:**

4. Facilitates student accountability to school and class procedures and routines.
5. Consistently reinforces student expectations.
6. Demonstrates a caring and respectful relationship with students.

... and **THE INTERN** makes maximum use of instructional time by:

7. Implementing purposeful pacing and efficient transitions.
8. Using appropriate strategies to reduce disruptive or off-task behaviors.

**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.

**THE INTERN:**

1. Acknowledges the influence of race, ethnicity, gender, religion, socioeconomics and other aspects of culture on student perspectives.
2. A sense of community among students.
3. Effective interactions among students.
4. Incorporates instruction that reflects diverse backgrounds, experiences, and different points of view.

... and **THE INTERN:**

5. Delivers lessons to ensure students' backgrounds and contextual knowledge are considered.
6. Uses materials and lessons that counteract stereotypes to acknowledge the contributions of all cultures.

Marking Key

<table>
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used to mark indicators for Midterm Evaluation

used to mark indicators for Final Evaluation

Observation Key:

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

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**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.
2. Adapts the physical environment to support individual student needs.
3. Implements a variety of inclusion, intervention or enrichment practices to address unique learning needs and interests.
4. Implements learning plan(s) to address student needs.
5. Encourages contributions of students across a range of ability levels.
6. Initiates collaboration with colleagues to better understand and respond to student learning needs.
7. Provides opportunities and support for students to self-select tasks that accelerate progress toward their learning goals.
8. Integrates coping skills such as self-reflection, self-regulation and persistence into instruction.

**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.
2. Respectful relationships with families and/or significant adults.
3. Uses a variety of methods to initiate communication with families and/or significant adults in the school and community.
4. Shares feedback on student progress with families and/or significant adults.
5. Facilitates communication between families and/or colleagues who provide student services.
6. Recognizes obstacles to family and community participation and seeks solutions to overcome them.

**Scoring Instructions**

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**Rating Scale**

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

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**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.
2. Collaborates with colleagues who have expertise in child and adolescent development to improve the quality of instruction.

**THE INTERN:**
3. Engages students in:
   - Developmentally-appropriate learning.
   - Creative learning experiences.

**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.
2. Selects assessment strategies aligned to the learning objective.
3. Monitors student learning in relation to the learning objective.

**THE INTERN:**
4. Uses assessment results to guide real-time adjustments to instruction.
5. Evaluates and documents student performance based on multiple measures to set learning goals.
6. Provides timely feedback to students that is academically focused, frequent, and high quality.

**THE INTERN:**
7. Models how to incorporate feedback to improve learning.
8. Provides students opportunities to revise their work based on feedback.

**ELEMENT C:** Interns integrate and utilize appropriate available technology to engage students in authentic learning experiences.

**THE INTERN:**
1. Plans lessons incorporating available technology.
2. Assesses available technology to use with instruction.

**THE INTERN:**
3. Facilitate classroom instruction.
4. Develop students’ knowledge and skills based on lesson outcomes.
5. Models responsible and ethical use of technology and applications.

**THE INTERN** integrates available technology to enhance:
6. Creativity.
7. Use of information.
QUALITY STANDARD III – Cont.
Interns plan and deliver effective instruction and create an environment that facilitates learning for their students.

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**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. Establishes expectations at a level that challenges students.
2. Plans lessons that incorporate critical-thinking and problem-solving skills.

... and

**THE INTERN:**
3. Uses questioning strategies to develop students’ critical-thinking and problem-solving skills.
4. Uses wait time to encourage student responses.

... and

**THE INTERN:**
5. Models critical-thinking and problem-solving skills.

**ELEMENT E:** Interns provide students with opportunities to work in teams and develop leadership.

**THE INTERN:**
1. Has a clear purpose for student collaboration.
2. Provides opportunities for students to participate using various roles and modes of communication.
3. Adjusts team composition based on learning objectives and student needs.

... and

**THE INTERN:**
4. Holds students accountable for work product and collaboration processes.
5. Promotes teamwork and leadership skills.

**ELEMENT F:** Interns model and promote effective communication.

**THE INTERN:**
1. Establishes classroom practices to support effective communication.
2. Provides clear directions to guide student learning and behavior.

... and

**THE INTERN:**
3. Articulates thoughts and ideas clearly and effectively.
4. Uses active listening strategies with students.

... and

**THE INTERN:**
5. Teaches students, with audience in mind, to articulate thoughts and ideas clearly and effectively.

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**Marking Key**

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## QUALITY STANDARD IV
Interns demonstrate professionalism through ethical conduct, reflection, and leadership.

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<tr>
<td><strong>ELEMENT A</strong>: Interns demonstrate high standards for professional conduct.</td>
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**THE INTERN:**
- Maintains confidentiality of:
  1. Student records and data as required by law.
  2. Student, family and fellow teacher interactions with colleagues.
  3. Demonstrates reliable and responsible behavior.

- Engages in interactions that are:
  4. Respectful.
  5. Consistent.
  6. Reasonable.
  7. Models ethical behavior.

**ELEMENT B**: Interns link professional growth to their professional goals.

**THE INTERN:**
- Reflects on and engages in professional learning activities aligned to:
  1. Colorado Academic Standards.
  2. School and district goals.
  3. Professional goals and growth plan.

- Applies knowledge and skills learned through professional learning to improve student outcomes.
- Seeks performance feedback from supervisor and/or colleagues to improve practice.
- Promotes ethical behavior of students as individuals and as members of a community.

**ELEMENT C**: Interns respond to a complex, dynamic environment.

**THE INTERN:**
- Maintains a productive and respectful relationship with colleagues.
- Adapts to the changing demands of the:
  2. Classroom environment.

**Scoring Instructions**
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- An overall rating per standard needs to be averaged on page 1 of the evaluation.
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