

Pre-Intern Evaluation Form

Pre-Intern Name: _____ Semester _____ Year _____

Subject Area: _____ District: _____ School: _____

Evaluator Name: _____ Evaluator Position: _____

Guidelines for using this evaluation tool:

- Evaluate the credential candidate by rating their current level of performance in relation to the Teaching Performance Expectations (TPEs).
- The purpose of this tool is evaluative; it should reflect a synthesis of your observations, debriefs, and other evaluative data (candidate’s lessons, unit plans, assessments, etc.)
- There are six levels of performance. For each sub-TPE, rate the candidate’s level of performance. We expect that there will be variation in how a candidate performs on different TPEs
 - E.g.: A candidate may be at level 2 on one TPE but at level 4 on another
- Please remember that each level descriptor (including bullets) should pertain to the specific TPE being assessed.
- In the space provided for each element, circle the number that represents your rating using the following scale. Please also use the comments section below each section to provide concrete evidence of your scoring decisions.
 - Note: Although there are 6 levels only levels 1 – 4 are used to evaluate a pre-intern.

The following chart indicates the expected levels of a typical candidate across the arc of the entire program:

Pre-Intern	Level 1 Identifying Practices/Theories to Inform Teaching	Level 2 Beginning to Apply Practices/Theories with Guidance from Others	Level 3 Increased Independence with Practices/Theories	Level 4 Independence with Practices/Theories and Growing Independence with Refinement	Level 5 Enacting and Refining Practice Independently and Developing a Holistic Approach to Teaching	Level 6 Enacting and Refining Practice Independently Based on a Holistic of Students, Teaching and Learning
Phase 2						
Targets for Readiness	Ready for Phase 1	Ready to lead teach in Phase 1	Ready for Phase 2 or Internship	Ready for TPA	Ready to complete phase 2 and enter BTSA	Ready for BTSA 2 and beyond

Please note:

- Candidates must be at least at level 2 to begin lead teaching.
- Candidates must be at least at level 3 to move on to Phase 2 or be approved for internship

Teaching Expectations for Pre-Service Teachers

TPE 1: Engaging and Supporting all Students

Sub - TPE		Level			
1.	Using knowledge of students to engage them in learning	1	2	3	4
2.	Communicating with students (and where applicable with families) about achievement expectations and progress.	1	2	3	4
3.	Connecting subject matter to meaningful, real-life contexts	1	2	3	4
4.	Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	1	2	3	4
5.	Promoting critical thinking through inquiry, problem solving, questioning or reflection	1	2	3	4
6.	Supporting first and/or second language acquisition and academic language proficiency.	1	2	3	4
7.	Provide access in the curriculum with visual and performing arts (where appropriate to the content and context of learning).	1	2	3	4
8.	Monitoring student learning and adjusting instruction while teaching	1	2	3	4

Comments:

TPE 2: Creating and Maintaining an Effective Learning Environment

Sub - TPE		Level			
1.	Promoting social-emotional growth, development and individual responsibility within a caring community where each student is treated fairly and respectfully.	1	2	3	4
2.	Creating a learning environment that promotes student learning, encourages positive interactions, reflects diversity and multiple perspectives and is culturally responsive.	1	2	3	4
3.	Creating an inclusive learning environment that is physically, intellectually, and emotionally safe and appropriately addressing instances of bias and discrimination.	1	2	3	4
4.	Creating a rigorous learning environment with high expectations and appropriate support for all students.	1	2	3	4
5.	Developing, communicating, and maintaining high standards for individual and group behavior	1	2	3	4
6.	Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn	1	2	3	4

Comments:

TPE 3: Understanding and Organizing Subject Matter

Sub - TPE		Level			
1.	Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.	1	2	3	4
2.	Using knowledge of students and content to organize the curriculum in ways that facilitate student understanding of the subject matter making accommodations/modifications as needed to support student access.	1	2	3	4
3.	Utilizing content-specific pedagogy to support learning.	1	2	3	4
4.	Using multiple means of representing and expressing, and engaging students with the subject matter.	1	2	3	4
5.	Choosing and adapting standards-aligned resources, materials and technology to facilitate access to the curriculum.	1	2	3	4
6.	Modeling and fostering digital literacy by using technology to support engagement, learning and digital citizenship.	1	2	3	4
7.	Using teaching strategies aligned with educational technology standards	1	2	3	4

Comments:

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Sub - TPE		Level			
1.	Using knowledge of students' academic readiness, learning needs and goals, language proficiency, cultural background, and typical/atypical development to plan instruction, (including ELD, IEP, IFSP, ITP and 504 plans)	1	2	3	4
2.	Design and implement instruction that reflects the interconnectedness of academic content areas (literacy, math, science, etc.) as applicable to the subject area.	1	2	3	4
3.	Making effective use of instructional time to maximize learning.	1	2	3	4
4.	Accessing various resources for planning and instruction.	1	2	3	4
5.	Establishing and articulating clear goals for student learning.	1	2	3	4
6.	Developing and sequencing long-term and short-term instructional plans to support student learning, including collaboration with colleagues.	1	2	3	4
7.	Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.	1	2	3	4

Comments:

TPE 5: Assessing Students for Learning

Sub - TPE		Level			
1.	Applying knowledge of the purposes, characteristics, and uses of different types of assessments	1	2	3	4
2.	Involving all students in self-assessment, goal setting, and monitoring progress	1	2	3	4
3.	Reviewing data, both individually and with colleagues, to monitor student learning.	1	2	3	4
4.	Using available technologies to assist in assessment, analysis, and communication of student learning.	1	2	3	4
5.	Using assessment information to share timely and comprehensible feedback with students and their families.	1	2	3	4
6.	Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.	1	2	3	4
7.	Working with specialists to interpret assessment results from formative and summative assessments to distinguish between students who are native-English speakers, English learners, Standard English learners and students with language and other disabilities	1	2	3	4
8.	Using assessment data (from IEP, IFSP, ITP, and 504 plans) to differentiate and accommodate instruction.	1	2	3	4

Comments:

TPE 6: Developing as a professional educator

Sub - TPE		Level			
1.	Reflecting on teaching practice in support of student learning	1	2	3	4
2.	Recognizing own implicit and explicit bias and ways in which they affect teaching and learning. Exhibiting care, support, acceptance and fairness to all students and families.	1	2	3	4
3.	Establishing professional goals and engaging in continuous and purposeful professional growth and development.	1	2	3	4
4.	Demonstrates how and when to involve other adults and to communicate effectively with peers and colleagues, families and members of the larger school community to support teacher and student learning.	1	2	3	4
5.	Understanding and enacting professional roles and responsibilities as mandated reporters and complying with all laws concerning professional responsibility, professional conduct, moral fitness and social media use.	1	2	3	4
6.	Collaborating with colleagues and the broader professional community to support teacher learning.	1	2	3	4

Comments:

Overall Teaching Effectiveness

In order to support the ongoing professional development of this candidate, please indicate which of the following descriptors best represents this candidate's current performance (check one):

- Benefits from occasional direct assistance
- Continually relies on cooperating teacher or others for assistance
- Requires routine assistance from others
- Implements most elements independently, reflects on experience, and seeks or accepts assistance when needed.

Final Narrative

Please describe specific elements that are strengths and areas for growth where the candidate would benefit from further assistance and support. In addition, include information about this candidate's teaching contexts, i.e., school demographics, resident teacher factors, etc., that might have influenced the candidate's performance.

Classes and subject area/s taught and School Demographics

Candidate's Strengths

Areas for Growth

Recommendation: Based on the candidate's performance and your professional judgment:
 This candidate is recommended for an internship
 This candidate *is not* recommended for an internship at this time

Evaluator Signature _____ Date _____