❏ University Supervisor   **Please fill in the entire form**

❏ Mentor Teacher   ❏ Midterm

❏ Intern Self-Evaluation   ❏ Final

Date: _____   _____

Intern: _____   _____

University Supervisor: _____

Mentor Teacher: _____

Semester: _____

Grade/Subject: _____

Certification Area: **Technology Integrator Education**

Directions for Midterm: Read the descriptions of performance levels for each criterion carefully. Highlight or underline each statement within the performance level descriptions that best describes the Intern's performance, based on all available evidence. Highlight or underline all available evidence. Review the evaluation with the Intern and set goals for improvement.

Directions for Final: Read the descriptions of performance levels for each criterion carefully. Highlight or underline the overall performance level description that most closely matches the Intern's performance, based on all available evidence.

For example, an Intern must meet all of the components of the description under "Target" with substantial evidence in order to warrant that rating for each indicator.

SECTION I: PEDAGOGY

1. Plans curriculum and instruction based on knowledge of students, subject matter, and curriculum goals. (ED 610.02 a1, a2; INTASC 2,3, KNOWLEDGE)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
In planning curriculum, does not integrate knowledge of students, subject matter, and curriculum goals. In planning instruction, does not integrate knowledge of students, subject matter, and curriculum goals. Knowledge of students, subject matter, and/or curriculum goals is limited.	In planning curriculum, integrates knowledge of students, subject matter, and curriculum goals to some extent. In planning instruction, integrates knowledge of students, subject matter, and curriculum goals to some extent. Demonstrates good general knowledge of students, subject matter, and/or curriculum goals.	In planning curriculum, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. In planning instruction, consistently draws on and integrates knowledge of students, subject matter, and curriculum goals. Demonstrates extensive knowledge of students, subject matter, and curriculum goals.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

2. Individualizes instruction based on the needs of diverse learners. (ED 610.02 a2; INTASC 3, KNOWLEDGE)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not apply an understanding of how individual students learn the content. Pays no attention to individualizing instruction to address student differences, but provides same instruction and experiences for all students. Ignores students having difficulty learning or blames them for failing to understand. Does not provide learning experiences that challenge or engage individual learners.	Applies a growing understanding of how individual students learn the content. Attempts to incorporate knowledge of individual students and adapts instruction to meet their needs. Persists in assisting students who are having difficulty learning. Seeks to provide challenging and engaging learning experiences for individual learners, but is inconsistent in doing so.	Regularly applies an understanding of how individual students learn the content. Is sensitive and attentive to differences in students' learning and addresses these in individualized instruction. Persists in ensuring the success of all students, including those who are having difficulty learning. Consistently provides challenges and engaging learning experiences for all individuals.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

3. Uses a repertoire of effective teaching strategies appropriate to the learner(s), content, and learning goals. (ED 610.02 c1,2,3; INTASC 8,7,4, KNOWLEDGE)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Relies heavily on one or two teaching strategies, primarily direct instruction. Does not select teaching strategies that match the needs of the learner, the content, or the learning goals.	Uses a variety of teaching strategies. Attempts to select teaching strategies that match the needs of the learner, the content, and the learning goals, but sometimes misses opportunities to do so or selects inappropriately.	Regularly and effectively uses a variety of teaching strategies. Strategies are well-chosen to match the needs of the learners, the content, and the learning goals.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

4. Promotes students' active engagement in learning. (ED 610.02 a3, c1; INTASC 5,8, HOLISM)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not intellectually engage students in significant learning as a result of inappropriate activities, materials, or content delivery. Seldom involves students in discussion or questioning and is unable to draw upon student ideas to extend their thinking. Provides few opportunities for students to interact with materials or classmates. Makes few or no attempts to relate the content to students' lives and interests.	Generally engages students in learning with appropriate activities, materials, and delivery of content. Involves students in discussion and questioning, with most students participating. Provides frequent opportunities for students to engage with materials and classmates. Frequently relates the content to students' lives and interests, but may miss opportunities to do this more regularly.	Actively engages students in significant learning with meaningful activities, materials, and content. Use of questioning and discussion reflect true interaction with all students participating. Regularly provides opportunities for students to engage with materials and classmates. Meaningfully relates the content to students' lives and interests.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

5. Uses a variety of assessment strategies to inform instruction. (ED 610.02 c1; INTASC 8, KNOWLEDGE)

Does not meet Target:	Approaching Target:	Target:	Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Does not assess student learning regularly or have an assessment plan. Uses only one type of assessment strategy (e.g., tests). Assessment is arbitrary and not connected to instruction and/or learning. Does not make expectations clear for students and students are not sure about how they will be assessed. Provides little or no written or verbal feedback to students, or feedback is perfunctory or not given in a timely manner. Feedback does not encourage student persistence.	Prepares lessons and activities that include plans for assessing student learning. Uses a combination of informal and formal assessment strategies. Connects assessment to instruction and/or learning goals. Gives students a general awareness of how they will be assessed, but may need to provide additional explanation or clarification of expectations. Provides frequent and timely written and verbal feedback for students. Feedback is generally meaningful and encourages student learning.	Routinely integrates assessment of student learning into lessons and throughout daily activities. Comfortably uses a variety of informal and formal assessment strategies, with an emphasis on authentic assessment. Designs and uses assessments to enhance his/her knowledge of students and inform instruction. Provides students with clear expectations and criteria for assessment. Consistently provides frequent, timely, and meaningful written and verbal feedback for students that fosters student learning.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

6. Uses technology effectively to support teaching and learning. (ED 610.02 a2c; INTASC 3, KNOWLEDGE)

Does not meet Target:	Approaching Target:	Target:	Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Does not use any form of technology to support teaching and learning, or uses it in ways that are meaningless or ineffective.	Uses technology effectively during teaching to present information and enhance and extend lessons. Uses technology, including Intern resources, to research and prepare lessons and learning experiences.	Effectively enhances his or her own and the students' learning by using technology in appropriate and meaningful ways. Uses technology in ways that support authentic assessment. Uses technology to locate resources and enhance own understanding of content. Uses technology to manage professional data. Assists students in using technology effectively and appropriately.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

7. Uses instructional time effectively.   (ED 610.02 3a; INTASC 5, KNOWLEDGE)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Wastes instructional time with meaningless activities or repetitions of ineffective directions. Pacing is poor and not responsive to students. Provides excessive "down time" or social time. Ends class or lesson early or does not complete lesson.	Generally uses instructional time effectively, though some time may be spent on clarifying directions or expectations. Pacing is suitable for students. Flow of learning is sometimes disrupted in order to accomplish routine tasks.	Structures and paces instructional time effectively and in response to student needs.. Demonstrates economy of time by accomplishing routine tasks in ways which do not disrupt the flow of learning. Use of instructional time has a positive impact on student learning	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

8. Positively Affects Students' Learning. (ED 610.02 c1; INTASC 8, KNOWLEDGE)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Intern's ineffectiveness is demonstrated based on assessment data that illustrates there is a general lack of student progress toward learning goals.	Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among some students toward learning goals.	Intern's effectiveness is demonstrated based on assessment data that illustrates evidence of sustained progress among all students toward learning goals.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

Comments and suggestions for intern regarding PEDAGOGY:

SECTION II: CLASSROOM ATMOSPHERE

1. Creates a classroom community that fosters students' intellectual, social, and personal development. (ED 610.02 a1; INTASC 2, HOLISM)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not demonstrate warmth or sensitivity toward students. Does not make students feel safe or respected. Allows inappropriate comments or actions. Is not responsive to student interests, questions, or concerns. Does not see the connection between positive relationships and teaching and learning. Does not attempt to build positive relationships with and among students.	Demonstrates genuine warmth and caring for students. Creates a learning environment that promotes respect for individual differences of ethnicity, race, language, culture, gender, and ability. Is aware of but responds inconsistently to student interests, questions, or concerns. Recognizes that positive interactions with and among students are essential for good teaching and learning and attempts to build positive relationships with and among students.	Demonstrates genuine warmth and caring for students and treats them as individuals worthy of respect. Creates a learning environment that promotes respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability. Is highly responsive to student interests, questions, and concerns. Understands that positive interactions with and among students are essential for good teaching and learning and builds positive relationships with and among students.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

2. Sets high expectations and facilitates all students' achievement of expectations. (ED 610.02 a1; INTASC 2, KNOWLEDGE, HOLISM)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not provide equal access to instruction and learning for all students and fails to promote individual self-worth. Does not foster a classroom culture for learning and demonstrates low expectations for student achievement. Demonstrates low commitment to the content and to students' satisfaction in their work.	Provides equal access to instruction and learning for all students and conveys the attitude that all students are important and have a right to learning opportunities and attention. Establishes a positive classroom culture for learning and sets high expectations for student learning. Displays interest in the content. Encourages students' persistence and satisfaction in their work.	Ensures that all students have equal access to instruction and learning. Demonstrates that the self-worth of the students is important to him/her and makes all students feel valued. Demonstrates a high degree of interest in the content and commitment to individual students' achievement of high expectations. Encourages students' persistence and pride in their work.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

3. Uses classroom management and discipline strategies to create an environment conducive to learning. (ED 610.02 a3; INTASC 5, HOLISM)

Does not meet Target:
Does not establish or effectively follow classroom routines and procedures. Manages group or transition times inappropriately or unproductively. Displays favoritism or a lack of sensitivity to the needs of individual students. Uses ineffective classroom management techniques, overly harsh or overly lax, and applies them inconsistently. Often appears to be overwhelmed by classroom management or ignores behavior issues that crop up.

Approaching Target:
Establishes and follows efficient and effective routines and procedures. Manages group and transition times appropriately. Tries to be sensitive to the needs of individual students but may rely heavily on one-size-fits-all discipline techniques. Treats all students fairly. May lack confidence in his/her classroom management and be dependent on the classroom teacher to address problem behaviors.

Target:
Establishes and follows routines and procedures that are designed to support student learning. Manages group and transition times effectively to make optimal use of instructional time. Uses fair, effective and responsive classroom management techniques. Takes a proactive rather than reactive approach to problem behaviors and is sensitive to the needs of individual students. Displays justifiable confidence in his/her classroom management.

Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Feedback from mentor teacher
Intern's self-evaluation
University supervisor observation
Intern's lesson plans
Intern's unit plans
Intern's written reflections
Conference with intern
Student work and assessment and documentation of student teaching
E-folio
Other: Please explain

Comments and suggestions for intern regarding CLASSROOM ATMOSPHERE:

SECTION III: REFLECTIVE PRACTICE

1. Reflects on and evaluates the effects of his/her pedagogical choices and actions on students' learning. (ED 610.02 d1,2; INTASC 9, 10, KNOWLEDGE)

Does not meet Target:
Does not reflect on or evaluate the effects of his/her pedagogical choices and actions on students, or these reflections are inaccurate. Is unable to propose ideas for improving instruction. Does not take responsibility for student learning, but attributes success and failure of students to outside factors.

Approaching Target:
Reflections on the effects of his/her pedagogical choices and actions are generally accurate. Can identify and implement general strategies for improving instruction. Takes responsibility for success of students but often attributes failures to other factors.

Target:
Critiques own teaching accurately and perceptively, set relevant and specific goals, and implements needed changes. Regards difficulties as problems to be solved and takes a researcher's stance in approaching difficulties.

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Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Feedback from mentor teacher
Intern's self-evaluation
University supervisor observation
Intern's lesson plans
Intern's unit plans
Intern's written reflections
Conference with intern
Student work and assessment and documentation of student teaching
E-folio
Other: Please explain

2. Reflects on and evaluates the results of student assessment and uses information to inform instruction. (ED 610.02 d1; INTASC 9, KNOWLEDGE)

Does not meet Target:	Approaching Target:	Target:	Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Demonstrates limited or no use of reflective practice during student assessment.	Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction. Identifies specific strategies for working with students who are not meeting learning goals.	Demonstrates use of a reflective practice during student assessment. Assesses student performance, reflects and uses student assessment data to inform instruction:. Identifies specific strategies for working with students who are not meeting learning goals; re-assesses; reflects and uses student assessment data to inform new instruction (Reflective Cycle).	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other:

Comments and suggestions for intern regarding REFLECTIVE PRACTICE:

SECTION IV: PROFESSIONALISM

1. Communication (ED 610.02 c3; INTASC 4, KNOWLEDGE)

Does not meet Target:	Approaching Target:	Target:	Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Verbal and nonverbal communication (body language, facial expressions) often conveys lack of interest or disrespect for the audience. Written and/or oral communication does not model standard English or is unclear or inappropriate for the audience.	Verbal and nonverbal communication (body language, facial expressions) is respectful but does not always convey interest in the audience. Oral and written communication conforms to standard English and is usually appropriate to the audience, but may sometimes require additional explanations or revisions.	Verbal and nonverbal communication (body language, facial expressions) consistently conveys interest in and respect for the audience (students, colleagues, parents, administrators). Oral and written communications conform to standard English and are clear, accurate, and expressive and appropriate to the audience.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

2. Partnerships (ED 610.02 d2; INTASC 10, COLLABORATION)

Does not meet Target:	Approaching Target:	Target:	Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Does not seek out opportunities to interact or collaborate with school colleagues. Interactions with school personnel are negative or self-serving. Does not seek involvement in school and/or district projects and initiatives.	Interactions/collaborations with school staff, parents and others are respectful and professional. Actively and productively participates in school and district projects and initiatives when invited.	Interactions/collaborations with school staff, parents and others are respectful and professional. Takes initiative to actively and productively participate in school and district projects and initiatives.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

3. Professional Development (ED 610.02 d2; INTASC10, COMMITMENT)

Does not meet Target:	Approaching Target:	Target:	Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Does not seek feedback and/or responds defensively when it is offered. Does not participate in professional development activities, or participates reluctantly. Does not utilize available resources. Expresses limited commitment to the profession, and does not articulate any professional goals	Accepts feedback, but does not always seek it out or respond appropriately. Makes some efforts to improve professional practice and participates in professional development activities, mostly on recommendation of others. Is aware of available resources, but uses them inconsistently. Expresses interest in the profession and can describe general professional goals.	Seeks, accepts, and responds to feedback appropriately. Makes continuous efforts to improve professional practice, including using available resources (e.g., colleagues, literature). Demonstrates a commitment to the profession: seeks out and participates in professional development activities; joins professional association; and attends professional conferences, if possible. Establishes a realistic plan for continued professional growth.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

4. Professional Presentation (ED 610.02 d1 ; INTASC 9, COMMITMENT)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Has irregular work habits. Is often late or does not meet commitments. Needs continual prompting from Mentor Teacher or supervisor to carry out responsibilities. Appears to have little self-confidence or interest in teaching and may appear disengaged. Displays a lack of professionalism in dress, attitude, and/or behaviors and lack of self-awareness of how his/her demeanor appears to others.	Is usually well-prepared and organized. Is punctual and dependable, but needs some encouragement to be resourceful and flexible. Carries out responsibilities with occasional prompting from Mentor Teacher or supervisor. Is generally confident about teaching and engaged in his/her responsibilities. Displays appropriate dress, attitude, and behaviors and is aware of the effect of his/her demeanor on others.	Is consistently well-prepared and organized. Is punctual, dependable, resourceful, and flexible. Carries out responsibilities on own initiative. Is poised and confident and fully engaged in his/her responsibilities. Is self-aware and conveys a professional demeanor through his/her dress, attitude, and behaviors.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

5. Adheres to school and district policies and procedures. (ED 610.02 d1;INTASC 9, COMMITMENT)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Is not aware of school and district policies regarding such matters as dress, mandated reporting, maintenance of records, etc., or, if aware, does not adhere to these policies. Does not take the initiative to learn more about school and district policies and procedures. Does not comply with school policies, nor does s/he encourage students to comply with school policies.	Demonstrates awareness of school and district policies and procedures and knows how to access them. Usually knows when it is appropriate to consult school and district policies and procedures before acting, but may need reminding. Complies with school policies and encourages students to comply with school policies.	Takes the initiative to find out about policies and procedures. Is knowledgeable about school and district policies and procedures and knows how to access them. Consults school and district policies and procedures when in doubt about the interpretation of a policy. Complies with school policies. Encourages students to comply with school policies and assists students in understanding the reasons for policies and procedures.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

6. Demonstrates ethical behavior. (ED 610 .02 d; INTASC 9, COMMITMENT, HOLISM)

Does not meet Target:	Approaching Target:	Target:	Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Does not maintain confidentiality. Shows little or no awareness of ethical standards and does not consider ethical aspects of decision-making. Appears to have few resources for dealing with ethical issues and makes these decisions haphazardly. Does not consistently take responsibility for own actions, but often blames others. Often puts own self-interest above the interest of the students and school community.	Maintains confidentiality. Shows awareness of privacy needs of students, families, and colleagues. Is aware of ethical standards and considers these in making decisions and responding to ethical issues, but needs guidance from Mentor Teacher or supervisor. Shows awareness of possible consequences of his/her decisions and actions and accepts responsibility for them. Behaves ethically and shows concern for the well-being of students, families, and colleagues.	Maintains confidentiality and respects the privacy needs and concerns of students, families, and colleagues. Is sensitive to ethical issues and considers ethical standards in making decisions and responding to ethical issues. Follows a thoughtful and systematic process in identifying and responding to ethical dilemmas. Takes responsibility for his/her decisions and actions and their consequences. Behaves ethically and in the best interests of students, families, and colleagues.	Feedback from mentor teacher Intern's self-evaluation University supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with intern Student work and assessment and documentation of student teaching E-folio Other: Please explain

Comments and suggestions for intern regarding PROFESSIONALISM:

SECTION V: COMPUTER EDUCATION CONTENT: EDUCATION TECHNOLOGY INTEGRATOR

1. DIGITAL-AGE LEARNING EXPERIENCES AND ASSESSMENTS

A. The Intern designs and implements digitally-based learning experiences with multiple and varied formative and summative assessments. **Ed 612.19 (1A)**

Does not meet Target:	Approaching Target:	Target:	Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Is not able to design and implement digitally-based learning experiences. Cannot utilize multiple and varied formation and summative assessments. Is unable to demonstrate a significant amount of professional development and does not know how to use a wide variety of tools, software, etc. in her/her instructional toolbox.	Models digitally-based learning experiences in his/her practice. Can utilize multiple and varied formative and summative assessments. Demonstrates some amount of professional development and is using a variety of tools, software, etc. in her/her instructional toolbox.	Can design and implement digitally-based learning experiences. Displays familiarity with multiple and varied formative and summative assessments. Demonstrates a significant amount of professional development and knows how to use a wide variety of tools, software, etc. in her/her instructional toolbox.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

B. The Intern manages digital portfolio processes and procedures as specified in Minimum Standards For School Approval, Ed 306.42, Information and Communication Technological Programs. Ed 612.19 (1B)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Is unaware of the complexity of the digital portfolio processes and procedures. Is unaware of Minimum Standards for School Approval with digital portfolios.	Expresses awareness of the complexity of the digital portfolio processes and procedures. Is aware of Minimum Standards for School Approval with digital portfolios.	Recognizes the complexity of the digital portfolio processes and procedures. In his/her practice, acknowledges the impact of the Minimum Standards for School Approval with digital portfolios. Can explain and manage the program requirements for the school.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

C. The Intern collaborates with other educators within the school and district to incorporate contemporary digital tools and resources to maximize content learning in context. Ed 612.19 (1C)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not articulate the incorporation of contemporary digital tools and resources with content teachers to maximize learning within the classroom and school settings. Cannot explain how these tools fit into the school organizational structure and systems.	Explains the incorporation of contemporary digital tools and resources with content teachers to maximize learning classroom and school settings. Shows awareness of the relationship of these tools and how they fit into the school organizational structure and systems.	Articulates the incorporation of contemporary digital tools and resources with content teachers to maximize learning within the classroom and school settings. Explains how these tools fit into the school organizational structure and systems.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

D. The Intern models the use of adaptive technologies and other digital resources to personalize and differentiate learning activities for every student. Ed 612.19 (1D)

Does not meet Target:	Approaching Target:	Target:	Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Does not demonstrate an understanding of adaptive technologies in interactions with individual students. Does not demonstrate how to differentiate learning activities for all students. Does not demonstrates respect for students as unique human beings.	Demonstrates an understanding of adaptive technologies in interactions with individual students. Demonstrates how to differentiate learning activities for all students. Demonstrates respect for students as unique human beings.	Demonstrates a comprehensive understanding of adaptive technologies in interactions with individual students. Demonstrates respect for students as unique human beings. Demonstrates how to differentiate learning activities for all students.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

2. FACILITATE AND INSPIRE STUDENT LEARNING AND CREATIVITY

A. The Intern uses knowledge of digital tools and technology applications to facilitate experiences that advances students learning, creativity, and innovation in both face-to-face and virtual environments. Ed 612.19 (2A)

Does not meet Target:	Approaching Target:	Target:	Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Does not demonstrate an understanding of how to facilitate experiences that advances student learning. Does not uses this knowledge to demonstrate use of digital tools and technology applications. Is not aware of the ways in which these experiences foster creativity and innovation in both face-to-face and virtual environments.	Demonstrates an understanding of how to facilitate experiences that advances student learning. Uses this knowledge to demonstrate use of digital tools and technology applications. Is aware of the ways in which these experiences foster creativity and innovation in both face-to-face and virtual environments.	Has a comprehensive understanding of how to facilitate experiences that advances student learning. Applies this knowledge to demonstrate use of digital tools and technology applications. Demonstrates the ways in which these experiences foster creativity and innovation in both face-to-face and virtual environments.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

B. The Intern collaborates with other educators within the school and district to promote creative thinking and inventiveness using digital tools to engage students in real-world problem solving and learning. Ed 612.19 (2B)

Does not meet Target:	**Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not demonstrate an understanding of how to collaborate with other educators within the school and district by promoting creative thing and inventiveness. Does not individualize instruction to provide meaningful and challenging learning experiences for students using digital tools to engage them in real-world problem solving and learning.	In his/her practice, demonstrates an understanding of how to collaborate with other educators within the school and district by promoting creative thing and inventiveness. Begins to Individualize instruction to provide meaningful and challenging learning experiences for students using digital tools to engage them in real-world problem solving and learning.	In his/her practice, collaborates with other educators within the school and district by promoting creative thing and inventiveness. Individualizes instruction to provide meaningful and challenging learning experiences for students using digital tools to engage them in real-wor ld problem solving and learning.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

C. The Intern promotes student reflection using collaborative tools to reveal and clarify students' conceptual understanding. Ed 612.19 (2C)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Shows little interest in using collaborative tools and student reflection. Does not have a repertoire of tools to support reflection.	Seeks to learn more about supporting students in learning to reflect on their understandings utilizing collaborative tools. Draws on a limited repertoire of collaborative reflection tools.	Is active and resourceful in supporting students in learning to reflect on their understandings utilizing collaborative tools. Is able to demonstrate students' conceptual understanding through the use of collaborative reflection tools.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

D. The Intern models collaborative knowledge construction to create more engaging learning experiences. Ed 612.19 (2D)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not draw upon a repertoire of web 2.0 tools. Does not select, adapt, and use collaborative knowledge and resources. Does not seek to learn more about strategies to facilitate more engaging learning experiences.	Draws upon a limited repertoire of web 2.0 tools. Begins to select, adapt, and use collaborative knowledge and resources. Seeks to learn more about strategies to facilitate more engaging learning experiences.	Draws upon an extensive repertoire of web 2.0 tools. Selects, adapts, and uses collaborative knowledge and resources. Uses strategies to facilitate more engaging learning experiences.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

3. DIGITAL AGE WORK AND LEARNING

A. The Intern manages and integrates all available and emerging digital tools within the school community. Ed 612.19 (3A)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not appropriately provide opportunities for supportive learning environment that facilitates positive student interaction, and increased involvement and engagement within the school community. Does not provide opportunities for autonomy and self-development as part of the student's educational plan.	Provides opportunities for supportive learning environment that facilitates positive student interaction, and increased involvement and engagement within the school community. Provides some opportunities for autonomy and self-development as part of the student's educational plan.	Creates supportive learning environment that facilitates positive student interaction, and increased involvement and engagement within the school community. Actively facilitates the independence, self-motivation, self-direction, personal empowerment and self-advocacy of students with emerging digital tools. Promotes student interdependence as well as independence. Involves students in decision-making processes.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

B. The Intern provides instruction in and promotes the use of digital tools for teaching, collaboration, and communication with students, parents, peers, and community members. Ed 612.19 (3B)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Is unable or unwilling to works collaboratively with all members. Does not take initiative in assisting colleagues in promoting the use of digital tools for teaching and collaboration. Does not assist the stakeholders in instruction in and use of digital tools.	Shows progress in working collaboratively with all members. Takes initiative in assisting colleagues in promoting the use of digital tools for teaching and collaboration. Working towards assisting the stakeholders in instruction in and use of digital tools.	Works collaboratively with all members. Takes initiative in assisting colleagues in promoting the use of digital tools for teaching and collaboration. Assists the stakeholders in instruction in and use of digital tools.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

C. The Intern illustrates how state and national standards are implemented within the curriculum. Ed 612.19 (3C)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not demonstrate a variety of state and national standards within the curriculum. There is no indication of use of standards within the lesson/unit plans.	Uses a limited variety of state and national standards within the curriculum. There is limited use of standards within the lesson/unit plans.	Clearly implements state and national standards within the curriculum. These are illustrated in lesson/unit plans.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

4. DIGITAL CITIZENSHIP

A. The Intern demonstrates a comprehensive understanding of safe, ethical, and legal practices related to digital information and technology, including, but not limited to respect for copyright and intellectual property and practices relating to the appropriate documentation of sources. Ed 612.19 (4A)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not provide leadership in the area of digital citizenship for the school community. Does not offer guidance and information, and does not model effective, appropriate practices for respect for copyright, intellectual property and practices with documentation of resources.	Shows limited leadership in the area of digital citizenship for the school community. Monitors delivery of effective, appropriate practices for respect for copyright, intellectual property and practices with documentation of resources.	Provides leadership in the area of digital citizenship for the school community. Offers guidance and information, and models effective, appropriate practices for respect for copyright, intellectual property and practices with documentation of resources.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

B. The Intern provides instruction and modeling to the school community regarding digital etiquette and responsible social interactions related to the use of technology and information. Ed 612.19 (4B)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not demonstrate a comprehensive understanding of digital etiquette and responsible social interactions when using technology. Does not provide instruction and modeling to the school community.	Demonstrates an understanding of digital etiquette and responsible social interactions when using technology. Provides some instruction and modeling to the school community.	Demonstrates a comprehensive understanding of digital etiquette and responsible social interactions when using technology. Provides instruction and modeling to the school community. Serves as an effective model.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

C. The Intern promotes and use digital tools and assistive technologies that provide equitable access for all school community members. Ed 612.19 (4C)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not identify necessary assistive technologies based on individual need. Does not seek out options for assistive technologies. Does not do necessary research to provide assistive technology.	Identifies appropriate augmentative, alternative, and/or assistive technologies to support and enhance communication. Seeks additional information to build his/her understanding of appropriate technologies.	Identifies appropriate augmentative, alternative, and/or assistive technologies to support and enhance communication. Seeks additional information to build his/her understanding of appropriate technologies. Integrates appropriate technological assistance in planning and modification of the student's curriculum or program.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

D. The Intern facilitates access to digital-age resources which promote cross-cultural awareness and connections. Ed 612.19 (4D)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not model the value of 21st century resources. Does not actively accesses digital-age resources to enrich teaching and learning experience. Does not use effective communication strategies to support cross-cultural awareness and connections.	Demonstrates knowledge of the value of 21st century resources. Occasionally accesses digital-age resources to enrich teaching and learning experience. Frequently uses effective communication strategies to support cross-cultural awareness and connections.	Models the value of 21st century resources. Actively accesses digital-age resources to enrich teaching and learning experience. Uses effective communication strategies to support cross-cultural awareness and connections.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

5. PROFESSIONAL GROWTH AND LEADERSHIP

A. The Intern promotes and demonstrates effective use of digital tools and resources. Ed 612.19 (5A)

Does not meet Target:	Approaching Target:	Target:	Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Does not promote and assist others in the school to effectively use technology. Does not develop measurable and attainable goals and objectives for students. Does not develops lesson plans to meet individual needs. Does not use appropriate and effective modeling strategies. Does not demonstrate effective use of digital tools and resources.	Frequently promotes and assists others in the school to effectively use technology. Develops measurable and attainable goals and objectives for students. Develops lesson plans to meet individual needs. Uses appropriate and effective modeling strategies. Frequently demonstrates effective use of digital tools and resources.	Promotes and assists others in the school to effectively use technology. Develops measurable and attainable goals and objectives for students. Develops concise lesson plans to meet individual needs. Consistently uses appropriate and effective modeling strategies. Demonstrates effective use of digital tools and resources.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

B. The Intern evaluates, adapts, and reflects on emerging tools and trends by participating in local and global learning communities and by reviewing current research and professional literature. Ed 612.19 (5B)

Does not meet Target:	Approaching Target:	Target:	Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Does not demonstrate importance on the process of keeping up with what's new and promising. Does not evaluate, adapt, and reflect on emerging tools, and does not find ways to adapt and help colleagues adapt as needed.	Begins to demonstrate importance on the process of keeping up with what's new and promising. Frequently evaluates, adapts, and reflects on emerging tools, and finds ways to adapt and help colleagues adapt as needed.	Demonstrate importance on the process of keeping up with what's new and promising. Evaluates, adapts, and reflects on emerging tools, and finds ways to adapt and help colleagues adapt as needed.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

C. The Intern demonstrates the role of digital media literacies to best equip young people to succeed in a globally interconnected, multicultural world. Ed 612.19 (5C)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not demonstrate an understanding of the role of digital media literacies and their programming implications. Does not assist in developing plans to equip students to succeed in a global world. Does not work collaboratively with the school community.	Frequently demonstrates an understanding of the role of digital media literacies and their programming implications. Assists in developing plans to equip students to succeed in a global world. Works collaboratively with the school community.	Demonstrates an understanding of the role of digital media literacies and their programming implications. Assists in developing plans to equip students to succeed in a global world. Works collaboratively with the school community.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

D. The Intern participates in developing policies, procedures, and budgets concerning digital resources. Ed 612.19 (5D)

Does not meet Target:	**Approaching Target:**	**Target:**	**Highlight or underline all sources of evidence consulted and used in arriving at these ratings:**
Does not demonstrate basic knowledge of digital resources. No involvement in policies, procedures, and budget development. Does not assist and contribute information or input in the school process.	Demonstrates basic knowledge of digital resources. Limited involvement in policies, procedures, and budget development. Occasionally assists and contributes information or input in the school process.	Demonstrates strong understanding of digital resources. Involved in policies, procedures, and budget development. Assists and contributes information or input in the school process.	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

E. The Intern provides collaborative leadership, in the areas listed in 1-5 to colleagues at all position levels. Ed 612.19 (5E)

Does not meet Target:	Approaching Target:	Target:	Highlight or underline all sources of evidence consulted and used in arriving at these ratings:
Does not demonstrate collaborative leadership to colleagues (administrators, educators, etc.).	With assistance, demonstrates collaborative leadership to colleagues (administrators, educators, etc.).	Demonstrates collaborative leadership to colleagues (administrators, educators, etc.).	Feedback from mentor teacher Intern's self-evaluation University Supervisor observation Intern's lesson plans Intern's unit plans Intern's written reflections Conference with Intern Student work and assessment and documentation of student learning Other: Please explain:

Comments and suggestions for Intern:

Please email form to psu-oep@plymouth.edu

This form has been discussed with the Intern and electronically signed by:

University Supervisor or Mentor Teacher's Signature   **Date**