

# STUDENT TEACHING INTERNSHIP EVALUATION

Check One: Mid-Term Report \_\_\_\_\_  
Final Report \_\_\_\_\_

Name \_\_\_\_\_ Assigned Letter Grade \_\_\_\_\_

School \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

Subject or Grade Level \_\_\_\_\_ University Supervisor \_\_\_\_\_

**Instructions:** For each quality indicator, please write an appropriate number. The number "5" represents "exceeds the standard"; a "4" or "3" represents "meets the standard"; and a "2" or "1" indicates "not yet meeting the standard." Performance indicators do not bear equal weight in awarding a final grade.

1	2	3	4	5
Needs Improvement		Average		Excellent

## Assessment (AP 1)

\_\_\_\_\_ *Use traditional and alternative assessment strategies to support the continuous development of the learner. Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*

### Performance Indicators:

- Employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor his/her knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies
- Aligns and integrates instruction and assessment, including but not limited to state knowledge/performance standards and their assessment
- Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs, and progress, and to encourage them to set personal goals for learning
- Evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work
- Maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Communication (AP 2)**

\_\_\_\_\_ *Use effective communication techniques with students and other stakeholders. Models effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom and with other stakeholders.*

## Performance Indicators:

- a. Models effective verbal/non-verbal communication skills
- b. Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications
- c. Gives directions that are clear, concise, and reasonable
- d. Supports and expands learner expressions in speaking, writing, listening, and other media
- e. Uses a variety of media communication tools

Comments: \_\_\_\_\_

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**Professional Improvement (AP 3)**

\_\_\_\_\_ *Engage in continuous school and self-improvement.*

## Performance Indicators:

- a. Participates in collegial activities designed to make the entire school a productive learning environment
- b. Talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems
- c. Practices professional ethical standard, including handling confidential information and difficult situations with discretion
- d. Seeks opportunities to develop relationships with the parents and guardians of students
- e. Seeks to develop cooperative partnerships in support of student learning and well-being
- f. Identifies and uses the appropriate school personnel and community resources to help students reach their full potential
- g. Demonstrates a sense of professional responsibility by completing duties promptly and accurately and being punctual

Comments: \_\_\_\_\_

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**Instructional Strategies (AP 4)**

\_\_\_\_\_ *Use appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking. Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

Performance Indicators:

- a. Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet students' needs
- b. Aligns instructional strategies with curricular objectives
- c. Engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities

Comments: \_\_\_\_\_

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**Diversity (AP 5)**

\_\_\_\_\_ *Use teaching and learning strategies that reflect each student's culture, learning style, special needs, and socio-economic background. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Performance Indicators:

- a. Identifies prior experience, learning styles, strengths, and needs
- b. Designs and implements individualized instruction based on prior experiences, learning styles, strengths, needs, and diversity
- c. Holds high expectations for all students
- d. Connects instruction to students' prior experience and family, culture, and community
- e. Knows when and how to access specialized services to meet students' needs

Comments: \_\_\_\_\_

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**Professional Conduct/Growth (AP 6)**

\_\_\_\_\_ *Adhere to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Georgia. Is a reflective practitioner who continually assesses the effects of choices and actions on others. Actively seeks opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for students.*

Performance Indicators:

- a. Applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influence on student growth and learning, and the complex interactions between them
- b. Applies professional ethical standards within reflection process
- c. Seeks and uses resources available for professional development

Comments: \_\_\_\_\_

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**Learners and Learning Environment (AP 7)**

\_\_\_\_\_ *Use an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.*

Performance Indicators:

- a. Applies knowledge of how students learn and develop to create appropriate learning opportunities
- b. Strengthens prior knowledge with new ideas
- c. Encourages student responsibility
- d. Applies knowledge of theories of learning in planning, implementing and assessing student learning

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Subject Matter (AP 8)**

\_\_\_\_\_ *Demonstrates knowledge and understanding of the subject matter. Understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.*

Performance Indicators:

- a. Knows the subject matter applicable to the teaching area(s)
- b. Presents the subject matter in multiple ways
- c. Uses students' prior knowledge
- d. Engages students in the methods of inquiry used in the discipline
- e. Creates interdisciplinary learning

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Learning Environment (AP 9)**

\_\_\_\_\_ *Create and maintain positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation. Recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.*

Performance Indicators:

- a. Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learning, and based on principles of effective instruction
- b. Communicates learning objective(s) to students
- c. Implements curricular activities that are consistent with objective
- d. Creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance
- e. Demonstrates flexibility by evaluating and changing long- and short-term goals and/or instruction to meet student needs and to enhance learning

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Learning Environment/Classroom Management (AP 10)**

\_\_\_\_\_ *Plan, implement, and evaluate effective instruction in a variety of learning environments. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

Performance Indicators:

- a. Knows and uses motivation theories and behavior management strategies and techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
- b. Manages time, space, transitions, and activities effectively
- c. Engages students in decision making
- d. Encourages all students to set, monitor, and adjust learning goals and behaviors
- e. Establishes and clearly communicates parameters for student classroom behavior
- f. Manages discipline problems in accordance with the administrative regulations of the school

Comments: \_\_\_\_\_

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**Cooperation (AP 11)**

\_\_\_\_\_ *Work with various education professionals and other stakeholders in the continuous improvement of educational experiences of students. Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.*

Performance Indicators:

- a. Surveys the community for opportunities to gain support for program
- b. Seeks opportunities to develop relationships with the parents and guardians of students
- c. Seeks to develop cooperative community partnerships in support of student learning
- d. Identifies and uses the appropriate school personnel and community resources to help students reach their full potential

Comments: \_\_\_\_\_

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**Technology (AP 12)**

\_\_\_\_\_ *Use appropriate technology in the teaching and learning process.*

Performance Indicators:

- a. Integrates various types of educational technology into delivery of subject matter.
- b. Demonstrates the correct use of technology
- c. Develops and/or revises curriculum to integrate new technology
- d. Seeks and uses technological resources available for use in teaching

Comments: \_\_\_\_\_

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Signed:

\_\_\_\_\_  
Intern

\_\_\_\_\_  
Cooperating Teacher

\_\_\_\_\_  
University Supervisor

\_\_\_\_\_  
Date

**Submit Original to your:**

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Department of Agricultural Leadership, Education, and Communication  
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Submit Copies to Teaching Intern and Cooperating Teacher