**FORM D-2 INTERIM INTERNSHIP EVALUATION FORM**

**UNIVERSITY OF SOUTH FLORIDA COLLEGE OF EDUCATION**

**Name:**

**Program:**

**County:**

**School:**

The interim Evaluation Form correlates with the Final Internship Form and reflects the Pre-Professional levels of the Florida Accomplished Practitioners. Use the rubric guidelines to rate the intern's competency on each indicator. A plan of action is expected for any section that is evaluated at a 2 or lower.

<table>
<thead>
<tr>
<th>ASSESSMENT</th>
<th>COMMUNICATION</th>
<th>CONTINUOUS IMPROVEMENT</th>
<th>CRITICAL AND CREATIVE THINKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses a variety of evaluation methods appropriate to the situation.</td>
<td>Delivers instruction and directions to students in a clear and understandable manner, emphasizing important points.</td>
<td>Reflects upon his or her teaching to determine what works, what doesn't, and ways to improve.</td>
<td>Uses higher level questions to challenge students' thinking.</td>
</tr>
<tr>
<td>Assesses individual and group performance.</td>
<td>Uses a variety of appropriate voice projection techniques.</td>
<td>Independently seeks out feedback from students, parents, and other educational colleagues.</td>
<td>Provides opportunities for critical and creative expression.</td>
</tr>
<tr>
<td>Involves students in self-assessment activities.</td>
<td>Communicates orally using appropriate grammar.</td>
<td>Develops short and long term goals related to self-improvement as a professional.</td>
<td>Selects materials to foster critical and creative thinking skills within content being taught.</td>
</tr>
<tr>
<td>Can explain how student readiness and performance data were used to plan instruction.</td>
<td>Communicates in writing using appropriate grammar and spelling.</td>
<td>Communicates and models high expectations for students.</td>
<td>Engages students in problem solving activities.</td>
</tr>
<tr>
<td>Maintains accurate records to monitor student progress.</td>
<td>Uses verbal and nonverbal skills to communicate interest and enthusiasm.</td>
<td>Encourages students to practice continuous improvement.</td>
<td>Teaches cause and effect relationships, and helps students make judgements based on evidence.</td>
</tr>
</tbody>
</table>

**COMMENTS:**

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**DIVERSITY**

- Maintains or enhances a classroom environment that respects social, cultural, linguistic and cognitive differences.
- Models behaviors of acceptance, resolution, and mediation.
- Selects instructional materials that enhance students' understanding of differences among people and viewpoints.
- Implements lessons designed to accommodate students' social, cultural, and linguistic needs.

**ETHICS & PROFESSIONALISM**

- Exhibits a sense of responsibility and dependability.
- Demonstrates emotional maturity and balance.
- Demonstrates professional concern for students.
- Adheres to the Florida Code of Ethics, as well as school and county codes.
- Meets expectations regarding attendance, punctuality, and record-keeping.
- Demonstrates enthusiasm and a positive attitude towards teaching.

**HUMAN DEVELOPMENT & LEARNING**

- Selects developmentally appropriate materials for instruction and remediation.
- Develops lessons reflecting an understanding of human development and learning theories.
- Uses multiple activities to engage and motivate students.
- Demonstrates concern for students' cognitive and affective learning.

**KNOWLEDGE AND PRESENTATION OF SUBJECT MATTER**

- Links the subject to standards, other disciplines, and applications in daily living.
- Presents subject matter accurately.
- Demonstrates effective usage of current events and other supplementary materials to teach content.
- Provides clear definitions, examples, and related concepts.
- Conducts beginning/ending reviews and guided practice.

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*USF realizes that some indicators may not be able to be rated due to the school context, the required curriculum, or lack of technology. Use NR—Not relevant.

Rev. 6/00
LEARNING ENVIRONMENT

- Establishes an active learning environment.
- Encourages student interaction (group activities, cooperative learning, etc.).
- Uses specific praise selectively and effectively.
- Manages student conduct effectively while maintaining academic focus.
- Uses a classroom management plan that helps set a positive classroom environment conducive to learning.
- Assists students in developing responsibility and self-discipline.
- Maintains learning momentum; keeps students on task.
- Interacts with students in a positive manner while focusing on learning.

PLANNING

- Links subject matter learning to the Sunshine State Standards and subject area benchmarks.
- Incorporates learning/study skills and/or test-taking strategies.
- Structures/sequences lessons to lead to desired outcomes.
- Collaborates with others to design learning experiences that meet students' needs and interests (inclusion, team members, etc).
- Selects and uses supplementary learning materials appropriate to students' needs (ESE, ESOL).
- Develops lessons that excite students about learning.
- Plans lessons designed to accommodate students' social, cultural, linguistic, and cognitive needs.

ROLE OF THE TEACHER

- Communicates and cooperates with families to improve students' school experiences.
- Communicates and cooperates with colleagues to improve students' school experiences.
- Demonstrates professional care and concern about students' rights and well being.
- Demonstrates interest and support for school related extracurricular activities.

TECHNOLOGY

- Uses learning media, computer applications and other technology to enhance instruction and management of instruction.
- When appropriate seeks assistance in using technology in the classroom.
- Seeks ways to provide students with hands-on experiences using technology whenever possible.
- Models a proactive attitude toward the use of technology in both school and world settings.

COMMENTS:

RUBRIC GUIDELINES

5 = The intern demonstrates this Accomplished Practice at a level exceeding that expected of a beginning teacher.
4 = The intern proficiently demonstrates this Accomplished Practice at a level expected of a beginning teacher.
3 = The intern demonstrates this behavior at a level expected of a beginning teacher, although not consistent yet over time.
2 = The intern demonstrates this Accomplished Practice inconsistently and at a level less than expected of a beginning teacher.
1 = The intern is unsuccessful in demonstrating this Accomplished Practice.
NA = The rater has been unable to observe or review documentation that shows evidence of this behavior.
NR = Not relevant for this intern's situation or school context.

RECOMMENDED IMPROVEMENTS—This space is intended to suggest ways in which the intern can improve. Any indicators on the Interim D2 that are evaluated at a 2 or lower must have a signed Plan of Action using the separate page provided.

<table>
<thead>
<tr>
<th>Area(s) for Improvement</th>
<th>Specific recommended changes</th>
<th>Resources/additional assistance</th>
<th>Timeline for review</th>
</tr>
</thead>
</table>

Evaluator's Position ___________________________  Evaluator's Signature __________  Date ______

Intern's Name ___________________________  Intern's Signature ___________________________  SS# __________

Distribution: White - Student Copies  Pink - Cooperating Teacher  Blue - University Supervisor

These signatures confirm that this form was reviewed by the evaluator and the intern. It does not necessarily indicate that the intern agrees with the evaluator.