### Assessment
- Uses a variety of evaluation methods appropriate to the situation.
- Assesses individual and group performance.
- Involves students in self-assessment activities.
- Can explain how student readiness and performance data were used to plan instruction.
- maintains accurate records to monitor student progress.
- Develops and uses assessments that sample a variety of cognitive levels.

### Communication
- Delivers instruction and directions to students in a clear and understandable manner, emphasizing important points.
- Uses a variety of appropriate voice projection techniques.
- Communicates orally using appropriate grammar.
- Communicates in writing using appropriate grammar and spelling.
- Uses verbal and nonverbal skills to communicate interest and enthusiasm.

### Continuous Improvement
- Reflects upon his or her teaching to determine what works, what doesn’t, and ways to improve.
- Independently seeks out feedback from students, parents, and other educational colleagues.
- Develops short and long term goals related to self-improvement as a professional.
- Communicates and models high expectations for students.
- Encourages students to practice continuous improvement.

### Critical and Creative Thinking
- Uses higher level questions to challenge students’ thinking.
- Provides opportunities for critical and creative expression.
- Selects materials to foster critical and creative thinking skills within content being taught.
- Engages students in problem solving activities.
- Teaches cause and effect relationships and helps students make judgements based on evidence.

### 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.

*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.
**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:**

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**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.

Comment here regarding this student’s overall competency and probability of future success as a teacher. Give examples supporting your opinion.

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Evaluator’s Position ___________________ Evaluator’s Signature ___________________ Date __________

Intern’s Name ___________________ Intern’s Signature ___________________ SS# __________

Distribution: White - Student Copy  Yellow - Internship Office  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.

Rev 12/00