The purpose of this evaluation form is to be used as a summative evaluation of an intern's performance in order to facilitate the student's professional growth as a teaching candidate. This form is designed for those students in the 5th year of the Integrated Bachelor’s/Master’s Program. This instrument may also be used for formative purposes involving a regular observation/feedback cycle. Our goal is to avoid any end-of-semester surprises and to provide everyone with another tool to ensure positive learning experiences and clear expectations in the internship placements.

Internship supervisors are expected to complete this assessment in collaboration with the teacher candidate. Assessment feedback to teacher candidates regarding the skills, knowledge and dispositions they are developing and applying is a critical aspect of their teacher preparation and, therefore, it is extremely important that the teacher candidates are included in this evaluation process. A forum needs to be created in which teacher candidates are able to dialogue about their evaluations and seek clarification. Please do NOT fill out these evaluation rubrics in isolation, but include the teacher candidate in the process.

Directions
For each of the standards, the following proficiency levels will be used:
1 or 2 - Demonstrates an unacceptable level of proficiency
3 or 4 - Demonstrates an acceptable level of proficiency
5 - Consistently exhibits a high level of proficiency

Grading Guidelines:
"A+", "A" means that the graduate candidate has performed in a consistently superior manner during the internship experience. This grade indicates that the graduate intern has performed work of distinction.
"A-", "B+" means that the graduate candidate has performed in a highly satisfactory manner during the internship experience. This grade indicates that the graduate intern has performed work of good quality, such as is expected of any successful graduate student.
"B", "B-" means that the graduate candidate has performed in an average manner during the internship experience. This grade represents work below the standard expected of graduate students. Candidates performing below a B level at the midterm must be reported to the Office of Teacher Education.

Follow-up
Within a week after the due date, the student, school supervisor, seminar leader, and the Teacher Education Office will electronically receive a PDF file with the completed form.

Student Name: _________________________________
Internship Supervisor: _________________________________
Internship Supervisor’s Professional Certification Area: _________________________________
Internship Supervisor’s Years of Experience as an Educator: _________________________________
School/District: _________________________________
Internship Title: _________________________________

Grade (Please circle one): A+  A  A-  B+  B  B-
**UCONN NEAG SCHOOL OF EDUCATION TEACHER EDUCATION PROGRAM: INTERNSHIP EVALUATION FORM**

**Comments:**


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**EDCI 5092(FALL)/5093(SPRING) Final Evaluation**

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<thead>
<tr>
<th>Check Appropriate Box</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td><strong>Demonstrates an unacceptable level of proficiency</strong></td>
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<td></td>
<td>Consistently exhibits a high level of proficiency</td>
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**Evidence intern has demonstrated responsibility and professionalism in educational settings**

Intern has made the transition from student to professional.

Intern demonstrates a high degree of independence in decision making in professional matters.

Intern shows an understanding of the knowledge base for the professional educator.

Intern demonstrates ethical conduct in professional settings.

**Evidence intern has demonstrated ability to communicate effectively**

Intern demonstrates rapport/empathy with appropriate constituencies served in the internship experience.

Intern demonstrates an ability to work with individuals and small groups.

Intern displays attitude of a professional.

Intern shows a willingness and ability to make decisions.

**Evidence intern has demonstrated the role and importance of inquiry in educational settings**
**Intern possesses strong knowledge base.**

**Intern possesses good observation skills.**

**Intern possesses good analytical skills.**

**Intern demonstrates in-depth understanding of inquiry.**

**Intern demonstrates self-analysis skills.**

**Evidence Intern has demonstrated a commitment to promoting change in educational settings**

**Intern demonstrates reflective/analytic practice.**

**Intern demonstrates commitment to positive educational change.**

**Intern shows the ability to react to change and respond appropriately.**

**Intern demonstrates an understanding of the factors that influence change.**

**Intern initiates steps to implement change.**