

NEAG SCHOOL OF EDUCATION TEACHER EDUCATION PROGRAM: INTERNSHIP EVALUATION FORM

The main purpose of this evaluation form is to be used as a summative evaluation of a student'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, the "internship" year for IB/M and for the spring semester for TCPCG. This instrument may 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. The internship supervisors (for IB/M) and the EDCI 5830 Instructor (for TCPCG) will be asked to complete this assessment.

Directions

This instrument is designed to be used for summative end of term evaluation of a student's performance. This instrument may be used for formative purposes involving a regular observation/feedback cycle in order to facilitate the clinic student's performance.

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", or "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.

"B+", "B", or "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.

"C+", "C", or "C-" 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.

"D+", "D", "D-", or "F" is seldom used in conjunction with the internship. Such grades indicate work of unsatisfactory quality. Graduate candidates performing this poorly should be detected as soon as possible during the internship period. 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 receive electronically a PDF file with the completed form.

Student Name: _____

Internship Supervisor: _____

School/District: _____

Internship Title: _____

Over All Status (Please circle one): Pass Fail

Grade (Please circle one): A A- B+ B B- C+ C C- D+ D D- F

Comments:

EDCI 5092 Final Evaluation

Check Appropriate Box	1	2	3	4	5
	<i>Demonstrates an unacceptable level of proficiency</i>		<i>Demonstrates an acceptable level of proficiency</i>		<i>Consistently exhibits a high level of proficiency</i>
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.					