University of Central Florida
Internship II Midpoint Evaluation Form

Student Name: _____   Supervising Teacher: _____

Fall ___   Spring ___   20 ____

Exemplary (3) – intern has demonstrated required knowledge and skills that exceed standards according to pre-professional level benchmarks and indicators.

Proficient (2) - intern has demonstrated required knowledge and skills that meet standards according to pre-professional level benchmarks and indicators.

Developing (1) - intern has begun to develop the required knowledge and skills according to pre- professional level benchmarks and indicators.

Unacceptable (0) – intern has not demonstrated the required knowledge and skills at pre- professional level benchmarks and indicators.

Evaluation Criteria	Evaluation 0-3
Assessment - Collects and uses data gathered from a variety of sources; uses both traditional and alternative assessment strategies; can identify and match students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.	
Communication – Recognizes the need for effective communication in the classroom and is in the process of acquiring techniques that she/he will use in the classroom.	
Continuous Improvement – Continued professional improvement is characterized by self-reflection, working with colleagues and teammates, and meeting the goals of a personal professional development plan.	
Critical Thinking – Performance and assessment techniques and strategies measure higher order thinking skills in students; building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.	
Diversity – Establishes a comfortable environment which accepts and fosters diversity; creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.	
Ethics – Adheres to the Code of Ethics and Principles of Professional Conduct of the education profession in Florida.	
Human Development and Learning – Plans instructional activities based upon developmental/learning theories on how students construct knowledge; includes instructional strategies that promote learning; identifies levels of readiness.	
Knowledge of Subject Matter - Demonstrates a basic understanding of the subject field; beginning to understand that the subject is linked to other disciplines; repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.	
Learning Environment – Understands the importance of setting up effective learning environments; uses some techniques and strategies that provide opportunities for student input into the processes; understands that she/he will need a variety of techniques and works to increase his/her knowledge and skills.	
Planning - Recognizes the importance of setting high expectations for all students; works with other professionals to design learning experiences that meet students' needs and interests; continually seeks advice/information from appropriate resources (including feedback), modifies her/his plans appropriately; instruction incorporates a creative environment; utilizes varied motivational strategies and multiple resources for providing comprehensible instruction for all students; continuously refines outcome assessment and learning experiences.	
Role of the Teacher - Communicates and works cooperatively with families and colleagues to improve the educational experiences of students.	
Technology - Uses technology as available at the school site and as appropriate to the learner; provides students with opportunities to actively use technology and facilitates access to the use of electronic resources; uses technology to manage, evaluate, and improve instruction.	
Comments:	

_____   _____
Supervising Teacher   **Date**   **University Coordinator**   **Date**

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Student   **Date**