MAT Formative/Midpoint/Final Evaluation
Student Intern Performance Evaluation (SIPE)

Correlated with TPAS, INTASC and SMCM Conceptual Framework Standards

Please see TPAS Section Two narratives as well as the rubrics indicated for each standard.
(All TPAS page numbers indicated in bold below are from Section Two.)

This is a: _x_ Formative Review/Midpoint Check-In __Final Evaluation
(The Intern, Mentor, and College Supervisor must each be present at both conferences.)
Day: _____ Date: _____ Time: _____

Intern Name: _____ Grade Level: _____

School Site: _____ Number of Absences: ____ Number of Tardies: ____

College Supervisor: _____ Mentor Teacher: _____

_____	_____	_____
Intern's Signature	**Mentor Teacher's Signature**	**College Supervisor's Signature**

PART I – PROFESSIONAL DISPOSITIONS

0.	**FOR MENTOR ONLY: The intern has a positive impact on student achievement in my classroom** **(If "No" is checked, a meeting with the Mentor, Intern, College Supervisor, and Director of Student Teaching is *required*.)**	**_____YES**	**_____NO**
1.	**Attends regularly**	**_____YES**	**_____NO**
2.	**Is punctual**	**_____YES**	**_____NO**
3.	**Dresses appropriately according to school policies** **(Mentor teachers are encouraged to discuss any concerns with the PDS Liaison or the SMCM Director of Student Teaching as needed.)**	**_____YES**	**_____NO**
4.	**Behavior is professional and appropriate in multiple settings** **(e.g. classroom, PLC meetings, faculty meetings, parent conferences, etc.)**	**_____YES**	**_____NO**
5.	**Oral and written language is professional and appropriate for various audiences** **(e.g. students, parents, teacher colleagues, administrators, etc.)**	**_____YES**	**_____NO**

COMMENTS:

PART II – COMPETENCIES

Directions: *Please rate the candidate's competency for each standard below using the scale of 1-3+. In the space under each area, please provide brief feedback/recommendations/clarifications/additional information/comments as appropriate.*

3+ = Exemplary. The intern demonstrates the characteristics of an **experienced teacher** regarding the evaluative criteria below. [THIS RATING IS THE EXCEPTION]

3 = Accomplished. The intern demonstrates the characteristics of a **proficient teaching intern** regarding the evaluative criteria below. [THIS IS THE TARGET RATING]

2 = Developing. The intern demonstrates a **need for improvement** regarding one or more of the evaluative criteria below. [INTERN, MENTOR, AND COLLEGE SUPERVISOR DEVELOP AN IMPROVEMENT PLAN]

1 = Beginning. The intern demonstrates a **need for intervention** regarding one or more of the evaluative criteria below. [INTERN, MENTOR, COLLEGE SUPERVISOR, AND DIRECTOR OF STUDENT TEACHING DEVELOP AN IMPROVEMENT PLAN]

TPAS Framework Correlation Indicated in Bold Type INTASC Standard Correlation Noted in Parentheses		Performance Rating				
		Beginning 1	Developing 2	Accomplished 3	Exemplary 3+	Not Observed
A	*Domain I: Planning and Preparation – Overall Performance* **See SMCPS TPAS Framework PDF pages 2:27-2:34, rubrics 1a-1f**					
6	Employs varied, and developmentally appropriate, instructional activities and assessments (2) **1b – 2 Students' Varied Approaches to Learning**					
7	Determines prerequisite content, skills, and processes needed to support instructional goals for all learners and plans appropriately (7) **1b – 3 Students' Skills and Knowledge**					
8	Uses information about current performance of students to design objectives and creates differentiated activities to support achievement for all learners, including those who are ELLs or have special education needs (2, 6, 7, 8) **1c – 3 Suitability for Diverse Students**					
9	Identifies and, where appropriate, uses resources in the community (parents, professionals, local businesses and/or organizations, etc.) to support instructional goals (10) **1d – 1 Resources for Teaching**					
10	Identifies or adapts appropriate instructional resources, including technology, to support objectives (8) **1e – 4 Instructional Materials and Resources**					
11	Identifies, interprets, and communicates developmentally appropriate objectives for every lesson that align with state and national standards (7) **1f – 1 Alignment With Instructional Goals**					
B	*Planning and Preparation – Content Knowledge – Overall Performance*					
12	Links content to real-world settings and purposes and integrates other content areas as appropriate (4, 5, 7, 8) **1a – 1 Content**					
13	Sequences and presents content information accurately and meaningfully with clear command of the subject matter (4, 5) **1a – 2 Conceptual and Prerequisite Relationships**					
14	Structures lessons in terms of pacing and transitions and includes strong openings with clear objectives as well as closures that establish relevance (5, 7, 8) **1e – 2 Lesson Structure**					
15	Presents content in multiple ways, as appropriate, to clarify concepts for all learners, including ELLs and students with special education needs, as appropriate (1, 2, 7) **1e – 3 Learning Activities**					

TPAS Framework Correlation Indicated in Bold Type	Performance Rating

INTASC Standard Correlation Noted in Parentheses *All Elements Below: SMCM Conceptual Framework Focus Area - RESEARCH*					
	Beginning 1	Developing 2	Accomplished 3	Exemplary 3+	Not Observed
C Planning and Preparation – Research – Overall Performance					
16 Assembles, analyzes, reflects upon, and communicates evidence of one's effectiveness in fostering student progress (9) **1a – 4 Use of Assessment Data**					
17 Informs planning through knowledge of research-based practice (2, 7, 8, 9) **1b – 2 Students' Varied Approaches to Learning**					
18 Uses a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures (3) **1b – 4 Students' Interests and Cultural Heritage**					
19 Collaborates with colleagues to collect and analyze data about student learning and other measures of student progress to inform instructional practice and refine plans for instruction or learning goals (6, 10) **1c – 5 Collaborative Decision-Making**					
20 Researches specific methods to provide a variety of strategies to support diverse learners in the specific classroom setting through differentiation and scaffolding of instruction. (1, 2, 10) **1d – 2 Resources for Student Support**					
Comments:					

TPAS Framework Correlation Indicated in Bold Type INTASC Standard Correlation Noted in Parentheses	Performance Rating				
	Beginning 1	Developing 2	Accomplished 3	Exemplary 3+	Not Observed
D Domain II: The Learning Environment – Overall Performance **See SMCPS TPAS Framework PDF pages 2:35-2:39, rubrics 2a-2e**					
21 Affirms the dignity of all students and provides positive supports to maximize motivation for learning (1, 2, 3) **2a – 1 Interaction with Students**					
22 Uses knowledge of the influence of students' physical, social, and linguistic development, as well as the economic situations and emotional climates of students' homes to optimize motivation, learning, and behavior (1,10) **2a – 2 Respect and Rapport**					
23 Establishes and maintains a shared classroom culture of high expectations and rigorous instruction (3) **2b – 2 Expectations for Learning and Achievement**					
24 Coordinates instructional space and materials prior to class to facilitate transitions and pacing to maintain students' active engagement (3,7) **2c – 3 Management of Materials, Supplies and Equipment**					
25 Collaborates with classroom personnel (mentor teacher as co-teacher during full time teaching, instructional assistants, parent volunteers, and/or special educators) to coordinate classroom instruction. (10) **2c – 5 Supervision of Volunteers and Paraeducators**					
26 Models appropriate social behavior and classroom language (9) **2d – 1 Establishes Appropriate Standards of Conduct**					
27 Monitors student conduct, and responds professionally to student misbehavior (3) **2d – 2 Monitors Student Behavior**					
28 Establishes, communicates, and maintains developmentally appropriate rules, procedures, and behavioral expectations and proactively promotes a safe and orderly learning environment (3) **2d – 4 Performs Duties Critical to a Safe/Orderly Environment**					
Comments:					

TPAS Framework Correlation Indicated in Bold Type	Performance Rating

INTASC Standard Correlation Noted in Parentheses					
	Beginning 1	Developing 2	Accomplished 3	Exemplary 3+	Not Observed
E *Domain III: Instruction – Overall Performance* **See SMCPS TPAS Framework PDF pages 2:40-2:45, rubrics 3a-3e**					
29 Gives directions clearly (8) **3a – 2 Directions and Procedures**					
30 Uses academic oral and written English, and supports vocabulary development, to make learning both accessible and meaningful (4) **3a – 4 Oral and Written Language**					
31 Asks divergent questions that engage higher-order thinking skills (5, 8) **3b – 1 Quality of Questions**					
32 Encourages questions and comments (3, 8) **3b – 2 Discussion Techniques**					
33 Employs equitable practices that support a least restrictive environment for all students and monitors student progress with activities, adjusting as appropriate to support all learners (2, 6, 7) **3b – 3 Student Participation**					
34 Uses technology and other resources as tools to engage learners and reinforce learning objectives (4, 8) **3c – 4 Instructional Resources**					
35 Uses classroom time effectively and manages transitions decisively to maximize learning opportunities (3, 7) **3c – 5 Lesson/Unit Structure**					
F *Instruction – Assessment – Overall Performance*					
36 Designs and articulates assessment standards (4, 7) **3d – 1 Assessment Criteria**					
37 Uses assessments to identify student needs and adjusts instruction accordingly (6) **3d – 2 Monitoring of Student Learning**					
38 Uses formative and summative assessment measures including ongoing performance assessments (6) **3d – 3 Utilizes a Variety of Assessment Instruments**					
39 Returns student work promptly to provide timely feedback and ensure students' active engagement in learning (3) **3d – 4 Feedback to Students**					
40 Uses assessment data to make instructional decisions (6) **3d – 5 Interprets Results and Uses Data to Make Decisions**					
Comments:					

TPAS Framework Correlation Indicated in Bold Type INTASC Standard Correlation Noted in Parentheses *All Elements Below: SMCM Conceptual Framework Focus Area - RELATIONSHIPS*	Performance Rating				
	Beginning 1	Developing 2	Accomplished 3	Exemplary 3+	Not Observed
*G Domain IV: Professional Responsibilities **(Relationships)** – Overall Perf.* **See SMCPS TPAS Framework PDF pages 2:46-2:50, rubrics 4a-4e**					
41 Communicates respectfully with students, parents/guardians, and the community as needed, to ensure maximum success for students (9,10) **4b – 1 Information About Instructional Program**					
42 Keeps accurate records of student progress (6, 9) **4b – 2 Information About Individual Students**					
43 Collaborates with parents, colleagues and members of the community to provide internal and external assistance to students and their families to promote student learning (10) **4b – 3 Engagement of Families in the Instructional Program**					
44 Interacts constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community (10) **4b – 4 Modes of Communication**					
45 Functions as a member of a professional learning community, grade level team, or department to achieve long-term curriculum goals, district and state standards (9) **4c – 1 Participation in Professional Learning Communities**					
46 Is an active member of the school community outside of classroom responsibilities, including attendance and involvement in after-hours activities (10) **4c – 3 Contribution to School Events**					
47 Displays a positive attitude about the professional experience (9) **4d – 2 Supports School and System Policies and Procedures**					

TPAS Framework Correlation Indicated in Bold Type INTASC Standard Correlation Noted in Parentheses *All Elements Below: SMCM Conceptual Framework Focus Area - REFLECTION*	Performance Rating				
	Beginning 1	Developing 2	Accomplished 3	Exemplary 3+	Not Observed
*H Domain IV: Professional Responsibilities **(Reflection)** – Overall Perf.*					
48 Engages in critical reflection on teaching, learning, learners, and self to improve instruction with an open-mindedness that includes moral and ethical considerations. Recognizes and mitigates the influences of personal bias (9) **4d – 1 Integrity and Ethical Conduct**					
49 Reflects on teaching practice in a formative and recursive manner, synthesizing content knowledge/skills with professional practice to continuously improve student learning through changes in practice and/or behaviors (9, 10) **4a – 2 Use in Future Teaching**					
50 Demonstrates evidence of purposeful reflection, through notes on lesson plans, journals, or other documents about classroom environment (9) **4a – 1 Reflects on Teaching**					
51 Solicits and analyzes feedback from students, colleagues, and/or supervisors about teaching competencies to develop alternative strategies (3, 9, 10) **4a – 3 Enhancement of Knowledge and Skills**					

Comments:

TPAS Framework Correlation Indicated in Bold Type INTASC Standard Correlation Noted in Parentheses		Performance Rating				
		Beginning 1	Developing 2	Accomplished 3	Exemplary 3+	Not Observed
I	*Domain V: Professional Effectiveness – Overall Performance* **See SMCPS TPAS Framework PDF pages 2:51–2:54, rubrics 5a-5d**					
52	Sets measurable goals for a targeted student group(s), assesses prior knowledge, designs appropriate instruction, and assesses student achievement (6, 7) **5d – 1 and 2: Growth Assessments**					
53	Consistently uses data to drive instructional practice to provide intervention and extension as appropriate, then reassesses to document student progress (6, 8) **5b – 1 and 2: Formative Assessments**					
54	Reflects on pedagogical performance as well as complexity factors in the classroom when evaluating own impact on student achievement (9) **5 a, b, c, and d – 1 and 2: Evidence of Student Learning**					
55	Works with mentor teacher to develop, implement, and evaluate the effectiveness of performance assessments (9, 10) **5c – 1 and 2: Performance Assessments**					
56	Documents student progress based on instruction and interventions during full-time teaching, including unit pre- and post-tests, as well as other formal and informal assessments throughout (6, 7) **5d – 1 and 2: Growth Assessments**					
Comments:						

	Performance Rating				
	Beginning 1	Developing 2	Accomplished 3	Exemplary 3+	Not Observed
Bonus questions					
Knowledge of students' developmental needs (KS1)					
Knowledge of students' cognitive needs (KS1)					
Knowledge of students' linguistic needs (KS1)					
Knowledge of students' social and emotional needs (KS1)					
Demonstrates care for the needs/ perspectives of others; The needs and perspectives of others are regularly acknowledged and supported. (KS3)					
Quality of interactions; Interactions with others are varied and sustained, in that they show evidence of ongoing and shared experiences/collaborations. (KS3)					
Use of civil language; Language is consistently respectful of others' views and experiences, even if there are differences in perspectives. (KS3)					
Engaging with professional growth/continuous learning (OPC6)					

Knowledge/Skill Sharing; Knowledge/skill is shared with others, and it considers how that knowledge/skill aligns with the needs of the audience. (OPC6)					
Analyzing Students' Content-area Language Use; Candidate explains and provides evidence of students' use of the language function and one or more additional language demands(vocabulary, syntax, discourse). (ET7)					