

Level I & II: Evaluation of Intern Notre Dame of Maryland University

Student's (Candidate's) Name Click or tap here to enter text.	☐ Level I ☐ Level II The Level I evaluation is conducted halfway through each placement and is considered essential written feedback for the Intern. The Level I evaluation is no-fault and is not calculated into the internship grade. Note that n/a should only be used for Level I Evaluations. The Level II evaluation is included as part of the Internship grade and is viewed as part of the Intern's permanent record; it should serve as a guide for future professional development career planning.
Mentor's Name Click or tap here to enter text.	School Click or tap here to enter text.
University Supervisor Click or tap here to enter text.	☐ Placement #1 ☐ Placement #2 Semester ☐ F ☐ Sp 20 Click or tap here to enter text. Date: Click or tap here to enter text.
Individual Completing Evaluation: Click or tap here to enter text.	

Ratings (scoring descending, right to left):

- 0- Unacceptable:** Demonstrates an awareness of elements, but does not model them.
- 1- Developing:** Generally demonstrates key elements of component.
- 2- Proficient:** Demonstrates elements of component with some consistency.
- 3- Exemplary:** Consistently demonstrates all key elements of component.

Note: Each of the following indicators is derived from/aligned with the InTASC standards and the Danielson Framework. In addition, specific indicators (#30-37) are representative of dispositional behaviors associated with NDMU's RSVP Conceptual Framework, behaviors that are assessed throughout the teacher candidate's program of study.

The Candidate...					
The Learner and Learning (InTASC 1, 2, 3)					
Learner Development (Planning and Preparation 1b, 1c, 1e, Instruction 3c) – Danielson Framework	3 E	2 P	1 D	0 U	n/a (Level 1 Only)
1. Designs/adapts and assesses instruction to meet the individual and group needs of students (cognitive, linguistic, social, emotional, and physical). InTASC 1a, Danielson 1b	☐	☐	☐	☐	☐
2. Designs developmentally appropriate instruction that takes into account knowledge of individual learners (e.g., strengths, interests, and needs). InTASC 1b, Danielson 1c	☐	☐	☐	☐	☐
3. Collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. [D- Collaboration]. InTASC 1c, 1b; Danielson 4c	☐	☐	☐	☐	☐
Comments:					
Learning Differences (Planning and Preparation 1b) – Danielson Framework	3 E	2 P	1 D	0 U	n/a (Level 1 Only)
4. Designs, adapts, delivers and evaluates differentiated instruction to address each student's diverse learning strengths and needs (for example: ELL, IEP/504, G&T). InTASC 2a, Danielson 1c	☐	☐	☐	☐	☐
5. Demonstrates respect and rapport with individual learner differences including diverse languages, dialects, practices and customs. [D- Cultural Responsiveness]. InTASC 2m, Danielson 2a	☐	☐	☐	☐	☐
Comments:					
Learning Environments (Classroom Environment 2a, Instruction 3c) – Danielson Framework	3 E	2 P	1 D	0 U	n/a (Level 1 Only)
6. Builds a safe learning environment that reinforces standards and recognizes appropriate behaviors via praise and or other positive reinforcements. InTASC 3a, Danielson 2b	☐	☐	☐	☐	☐
7. Displays culturally responsive behaviors that promote respect for the different perspectives learners bring to the classroom. [D- Cultural Responsiveness]. InTASC 3f, Danielson 2a	☐	☐	☐	☐	☐
8. Assists learners in practicing interpersonal communication skills to collaborate in face-to-face and/or virtual environments. InTASC 3h	☐	☐	☐	☐	☐
9. Uses effective strategies to address disruptive behavior and uses low profile desists to manage minimally disruptive behaviors. InTASC 3n, Danielson 2d	☐	☐	☐	☐	☐
Comments:					
Content (InTASC 4, 5)					

Knowledge (Planning and Preparation 1a, 1e, Instruction 3c) - Danielson Framework	3 E	2 P	1 D	0 U	n/a (Level 1 Only)
10. Engages students in learning experiences which encourage learners to understand, question, and analyze ideas from diverse perspectives. [D- Cultural Responsiveness] InTASC 5g	☐	☐	☐	☐	☐
11. Thoroughly understands the content knowledge to be taught. InTASC 5i, 5j; Danielson 1a	☐	☐	☐	☐	☐
12. Stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, makes connections to learners' experiences, and recognizes learner misconceptions. InTASC 4d	☐	☐	☐	☐	☐
13. Evaluates/adapts instructional resources and curriculum materials when allowable/applicable (e.g., for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners). InTASC 4f	☐	☐	☐	☐	☐
14. Creates opportunities for students to learn, practice, and master academic language in their content (language function, vocabulary, syntax, and/or discourse). InTASC 4h	☐	☐	☐	☐	☐
15. Facilitates learners' responsible use of technology to access/interpret/evaluate/apply information to boost content learning in varied contexts. InTASC 5c	☐	☐	☐	☐	☐
16. Facilitate learners' knowledge of diverse social and cultural real world issues, and fosters innovation and problem solving. InTASC 5g	☐	☐	☐	☐	☐
17. Implements flexible learning environments that encourage learner exploration, discovery, and expression across content areas. [D- Flexibility/Adaptability] InTASC 5s	☐	☐	☐	☐	☐
Comments:					
Instructional Practice (InTASC 6,7,8)					
Planning and Assessment	3 E	2 P	1 D	0 U	n/a (Level 1 Only)
18. Selects/creates learning experiences appropriate for respective standards (e.g., Maryland College and Career Ready Standards, SPA content standards, and MTTS standards relevant to learners). InTASC 7a	☐	☐	☐	☐	☐
19. Plans how to differentiate instruction for individuals and groups of learners (especially struggling readers, ELLs, G&T, & students with disabilities). InTASC 6g	☐	☐	☐	☐	☐
20. Interprets/plans (individually and in teams) for instruction (e.g., a balance of formative and summative data, standardized data, classroom assessment data, prior learner knowledge, and learner interest). InTASC 6a	☐	☐	☐	☐	☐
21. Designs differentiated assessments that match learning objectives to assessment methods and learners' accommodations. InTASC 6b	☐	☐	☐	☐	☐
22. Models for and engages learners in examining their own thought processes and work and provides them with descriptive feedback to guide their progress. InTASC 6d	☐	☐	☐	☐	☐
23. Uses multiple types of assessment data to identify students' learning needs and to develop differentiated learning experiences (especially struggling readers, ELLs, G&T, & students with disabilities). [D- Flexibility/Adaptability] InTASC 6g	☐	☐	☐	☐	☐
24. Seeks appropriate ways to employ technology to support assessment practice to engage learners fully and to assess/address learner needs. InTASC 6i	☐	☐	☐	☐	☐
25. Uses appropriate strategies and resources to adapt/adjust instruction to the needs of diverse individuals and groups of learners (e.g. gifted and talented, students with disabilities, culturally diverse, struggling readers, ELLs). InTASC 8a	☐	☐	☐	☐	☐
26. Varies role (e.g., instructor, collaborator, facilitator, coach, audience) in relation to the content, purpose of instruction, and needs of learners. [D- Flexibility/Adaptability]. InTASC 8d	☐	☐	☐	☐	☐

27. Uses varied instructional strategies to support/expand learners' communication through speaking, listening, reading, writing, etc. InTASC 8h	☐	☐	☐	☐	☐
28. Asks questions to stimulate discussion for different purposes (e.g., probing for understanding, helping to articulate ideas, stimulate curiosity). InTASC 8i	☐	☐	☐	☐	☐
Comments:					
Professional Responsibility/ Dispositions(InTASC 1- 10)					
Professional learning and Ethical Practice	3 E	2 P	1 D	0 U	n/a (Level 1 Only)
29. Uses scientific-based research strategies in teaching, learning and assessment.	☐	☐	☐	☐	☐
30. Collaboration: Establishes rapport with others; maintains positive and productive interactions with others; values teamwork; demonstrates a commitment to achieving team goals; assumes appropriate roles in the collaborative process; seeks to develop and maintain professional classroom relationships. InTASC: #1, 6, 10; Danielson: 1b, 1c, 1e, 3c, 1f, 3d, 4c, 4d, 4f	☐	☐	☐	☐	☐
31. Responsibility/Initiative: Demonstrates self-direction in his/her own learning; highly motivated, reliable, and conscientious; shows maturity of judgement; creates opportunities to engage in activities or conversations that extend beyond typical expectations. InTASC: #1 Danielson: 1b, 1c, 1e, 3c	☐	☐	☐	☐	☐
32. Perseverance: is able to problem solve through challenges; think critically; remain optimistic when confronting obstacles, and exhibit self-control. InTASC: #10; Danielson: 4c, 4d, 4f	☐	☐	☐	☐	☐
33. Cultural Responsiveness: Values diversity and different perspectives; demonstrates an ethic of care; Is aware of and sensitive to cultural differences; creates an inclusive environment; Is social-justice minded; equitable; and advocate for all children. InTASC: #2, 3, 4, 6; Danielson: 1b, 2a, 3c, 1a, 1e, 3c, 1f, 3d	☐	☐	☐	☐	☐
34. Flexibility/Adaptability: Is receptive to new ideas; flexible in response to change; Can adjust and revise plans based on new ideas and/or student needs. InTASC: #5, 7, 8; Danielson: 3a, 3c, 3f, 1b, 1e, 3b, 3c	☐	☐	☐	☐	☐
35. Reflectivity/Responsiveness to Feedback: Is open to constructive feedback; solicits input from others; adapts behavior in response to feedback and suggestions; strives to achieve competence and integrity; reflects on/evaluates his/her strengths and areas of improvement; advocates for professional growth; shows a commitment to lifelong learning. InTASC: #9, 10	☐	☐	☐	☐	☐
36. Communication: uses varied communication strategies (including technological tools) to build learning communities that engage learners, families, and colleagues; oral and written communications are clear and professional; uses vocabulary and tone appropriately; is sensitive to, and reacts appropriately, to social cues; consistently maintains professional demeanor even in stressful situations. InTASC: #10; Danielson: 4c, 4d, 4f	☐	☐	☐	☐	☐
37. Professionalism: Is present, punctual, and prepared with all necessary materials; meet deadlines; dresses and maintains an appearance that aligns with what is expected based on the social setting and the role. InTASC: #10; Danielson: 4a, 4e 4f	☐	☐	☐	☐	☐
Comments:					

The intern should upload the signed Evaluation form at the conclusion of each placement to Canvas.

Intern's signature: [Click here to enter text.](#) Date: [Click here to enter a date.](#)

Mentor's signature: [Click here to enter text.](#) Date: [Click here to enter a date.](#)

Supervisor's signature: [Click here to enter text.](#) Date: [Click here to enter a date.](#)