

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

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| Student's (Candidate's) Name Click or tap here to enter text. | <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Level I <input type="checkbox"/> Level II </div> <p>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.</p> <p>Note that n/a should only be used for Level I Evaluations.</p> <p>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.</p> |
| Mentor's Name Click here to enter text. | School Click here to enter text. |
| University Supervisor Click here to enter text. | <div style="display: flex; justify-content: space-between;"> <input type="checkbox"/> Placement #1 <input type="checkbox"/> Placement #2 </div> |
| | Semester <input type="checkbox"/> F <input type="checkbox"/> Sp 20 Click here to enter text. |
| Individual Completing Evaluation: | Date: Click here to enter a date. |

Ratings (scoring left to right):

- 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... | | | | | |
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| The Learner and Learning (InTASC 1, 2, 3) | | | | | |
| Learner Development (Planning and Preparation 1b, 1c, 1e, Instruction 3c) – Danielson Framework | 0 U | 1 D | 2 P | 3 E | 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Designs developmentally appropriate instruction that takes into account knowledge of individual learners (e.g., strengths, interests, and needs). InTASC 1b, Danielson 1c | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. [D-Collaboration]. InTASC 1c, 1b; Danielson 4c | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |
| Learning Differences (Planning and Preparation 1b) – Danielson Framework | 0 U | 1 D | 2 P | 3 E | 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Demonstrates respect and rapport with individual learner differences including diverse languages, dialects, practices and customs. [D-Cultural Responsiveness]. InTASC 2m, Danielson 2a | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |
| Learning Environments (Classroom Environment 2a, Instruction 3c) – Danielson Framework | 0 U | 1 D | 2 P | 3 E | 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Displays culturally responsive behaviors that promote respect for the different perspectives learners bring to the classroom. [D-Cultural Responsiveness]. InTASC 3f, Danielson 2a | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Assists learners in practicing interpersonal communication skills to collaborate in face-to-face and/or virtual environments. InTASC 3h | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Uses effective strategies to address disruptive behavior and uses low profile desists to manage minimally disruptive behaviors. InTASC 3n, Danielson 2d | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Comments: | | | | | |
| Content (InTASC 4, 5) | | | | | |
| Knowledge (Planning and Preparation 1a, 1e, Instruction 3c) - Danielson Framework | 0 U | 1 D | 2 P | 3 E | 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Thoroughly understands the content knowledge to be taught. InTASC 5i, 5j; Danielson 1a | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Creates opportunities for students to learn, practice, and master academic language in their content (language function, vocabulary, syntax, and/or discourse). InTASC 4h | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Facilitates learners' responsible use of technology to access/interpret/evaluate/apply information to boost content learning in varied contexts. InTASC 5c | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Facilitate learners' knowledge of diverse social and cultural real world issues, and fosters innovation and problem solving. InTASC 5g | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Implements flexible learning environments that encourage learner exploration, discovery, and expression across content areas. [D- Flexibility/Adaptability] InTASC 5s | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |
| Instructional Practice (InTASC 6,7,8) | | | | | |
| Planning and Assessment | 0 U | 1 D | 2 P | 3 E | 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Plans how to differentiate instruction for individuals and groups of learners (especially struggling readers, ELLs, G&T, & students with disabilities). InTASC 6g | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Designs differentiated assessments that match learning objectives to assessment methods and learners' accommodations. InTASC 6b | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 24. Seeks appropriate ways to employ technology to support assessment practice to engage learners fully and to assess/address learner needs. InTASC 6i | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Uses varied instructional strategies to support/expand learners' communication through speaking, listening, reading, writing, etc. InTASC 8h | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Asks questions to stimulate discussion for different purposes (e.g., probing for understanding, helping to articulate ideas, stimulate curiosity). InTASC 8i | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |
| Professional Responsibility/ Dispositions(InTASC 1- 10) | | | | | |
| Professional learning and Ethical Practice | 0 U | 1 D | 2 P | 3 E | n/a (Level 1 Only) |
| 29. Uses scientific-based research strategies in teaching, learning and assessment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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; | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| 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 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | | |

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

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.](#)