

Descriptors of Teaching Outcomes for Teacher Intern Evaluation

A suggested list of descriptors to better understand each evaluative item on the formative and summative evaluation form.

I. Professionalism: The teacher intern behaves in a professional, ethical, and legal manner.

The teacher intern

a. assumes responsibility for student learning.

- designs instruction to maximize student learning
- provides a safe, secure, and inviting environment that is conducive to learning

b. demonstrates a professional demeanor (adheres to students' and teachers' legal rights and school policies, dresses and behaves in a professional and ethical manner).

- recognizes how personal values, opinions, and biases can affect professional judgment
- recognizes and respects the uniqueness and the potential of each student
- respects the dignity of each family and its culture, language, customs, and beliefs
- respects families' childrearing values and their right to make decisions for their children
- treats students fairly
- does not unfairly exclude any student from participation in any program, deny benefits to any student, grant any advantage to any student on the basis of race, color, creed, sex, national origin, ability, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation
- ensures that students with disabilities have access to appropriate and convenient support services
- makes decisions with regard to the public school students' legal rights
- makes decisions with regard to the teacher's legal rights
- informed of and complies with district/organizational policies and regulations
- has adequate knowledge of faculty and student handbook
- follows school's rules
- clean and well groomed
- assumes responsibility for one's actions

c. maintains accurate records and confidentiality.

- maintains confidentiality of students and colleague

d. builds professional relationships that include receptivity to supervision.

- establishes and maintains relationships of respect, trust, and cooperation with co-workers
- shares resources and information with co-workers
- asks for appropriate assistance when necessary
- displays a positive attitude regarding supervision
- maintains an appropriate professional relationship with students and avoids dual relationships with them

e. grows and develops professionally (service, membership, use of research, advocacy).

- follows ethical code of relevant professional organizations
- reads professional journals and literature
- accesses professionally relevant materials
- maintains involvement with professional organizations
- pursues a variety of interests

- is an advocate for children, their families, and their teachers in community and society
 - is positive toward and supportive of the teaching profession
- f. is punctual, dependable, and responsible.**
- is punctual and conscientious in fulfilling schedule assignments
 - contacts appropriate individuals prior to absence
 - absent only for appropriate reasons, i.e. those consistent with the absentee policy of the school
 - follows through with assignments
 - accepts and assumes appropriate responsibility without having to be told more than once
 - attends all school functions expected of faculty at the school
- g. demonstrates initiative and enthusiasm for teaching and the profession.**
- displays a positive attitude toward the duties and responsibilities of a teacher
 - seems to enjoy teaching
 - does not always have to be told what to do nor when to do the appropriate tasks
 - exceeds minimal expectations

II. Diversity: The teacher candidate develops a positive teaching-learning environment where all students are encouraged to achieve their highest potential.

The teacher intern: To be developed

- Demonstrate respect for differences among groups of people and individuals from varied backgrounds and geographical regions
- Communicate with students and families in ways that demonstrate understanding of and respect for all family structures
- Address student diversity when planning, selecting materials, and selecting/creating appropriate activities
- Include and enrich students' experiences and cultures through classroom activities
- Demonstrate an awareness of different learning styles and adapt appropriate instruction for all students
- Invite all students to extend their thinking to achieve their highest potential

III. Communication Skills: The teacher intern demonstrates effective communication skills.

The teacher intern

a. utilizes active listening skills and provides positive feedback.

- establishes eye contact with students and suspends other things they are doing
- listens not merely to words, but the feeling content
- is sincerely interested in what is being said
- ask clarification questions
- gives all students an equal opportunity to speak and participate in discussions, reading, and answering questions
- respects students' opinions
- demonstrates openness to a variety of opinions
- interacts with students without sarcasm, ridicule, or intimidating actions

- provides students with genuine and accurate feedback related to an actual task
- acknowledging their work with specific comments
- b. speaks and writes clearly and accurately in standard English.**
 - communicates oral and written material free of errors
 - writes legible material
 - pronounces words clearly and distinctly
 - communicates at a level that permits the students to grasp information or concepts
 - uses terminology that is understandable by the majority of the students
- c. interprets students' verbal and nonverbal communications.**
 - receives, interprets, and appropriately responds to verbal and nonverbal messages
 - clarifies student verbal communication through questioning
 - validates statements
 - develops and uses positive body language
 - uses a respectful tone of voice
 - listens carefully for feeling content
 - establishes cues, signals, and symbols to communicate nonverbally
 - observes all students attentively
- d. clearly communicates learning goals and instructional procedures to students.**
 - exercises and gains control of the class
 - highlights major ideas
 - sets the stage for forthcoming activities
 - shows one's own interest and enthusiasm for the subject
 - provides a role model of good public communication skills
 - develops means for motivating students
 - states clear objectives for each lesson
 - state clear and precise directions, procedures, and steps
 - formulates closure for each lesson
- e. communicates challenging learning expectations to students.**
 - exhibits creative and innovative ideas in developing or modifying materials, making presentations, and/or teaching lessons or activities to students
 - demonstrates the attitude that all students can learn
 - selects rigorous goals
 - encourages students to produce high-quality work
 - communicates to students that they can all reach individualized goals
 - develops challenging curriculum
 - sets high expectations for all students
 - tracks student progress with a range of outcome measures
- f. effectively communicates appropriate content to students.**
 - plans carefully for each lesson
 - utilizes a variety of teaching techniques
 - uses visual aids when appropriate
 - seeks feedback on teaching from multiple sources
 - communicates factual, accurate, and appropriate content
- g. communicates effectively with diverse populations.**

- uses language and nonverbal communication that respects and adapts to listeners' backgrounds and individual differences
 - identifies and uses different listening skills appropriate for diverse listening situations
 - becomes familiar with relevant aspects of students' background knowledge and experiences
 - supports ESL (English as a second language) in use of their home language while learning English
 - delivers lessons that have been prepared for delivery to a class of diverse students
 - articulates clear learning goals for the lesson that are appropriate to students
 - communicates challenging learning expectations to each student
 - states clear learning goals and instructional procedures to students
 - monitors students' understanding of content through a variety of means
 - provides feedback to students to assist learning
 - follows all IEP's set up for individual needs
 - communicates the attitude that all students are equally important and can learn
- h. utilizes technology as a tool for communication in alignment with ISTE Standards.**
- states clear and appropriate instructions
 - follows ISTE standards (grade level appropriate)
 - accesses, uses, and communicates information from a variety of technologies
 - uses technology to aid collaboration during inquiry
 - uses technology to investigate and/or solve problems
 - demonstrates a basic understanding of the operating skills required in a variety of technology
 - understands the role of technology as it applies to self, work, and society
 - demonstrates a moral and ethical approach to the use of technology
 - communicates to students through multimedia
 - uses technology skills to communicate with colleagues, administrators, supervisors, parents and community (email, letters, notes, report cards, etc.)
- i. communicates as needed with parents or guardians about student learning.**
- communicates with parents regarding students' needs and progress
 - interacts with parents and colleagues in a manner conducive to building partnerships
 - notifies parents or guardians of family involvement activities and school functions
 - communicates with parents concerning projects, curriculum, and needed materials
 - participates in parent-teacher conferences and family involvement activities
- j. participates in school and community communications.**
- attends and participates in staff meetings, parent/teacher organizations, and appropriate meetings that involve the community or the media
 - utilizes appropriate channels for resolving concerns/problems
 - displays open and honest communication concerning supervision and guidance
 - displays a positive, constructive attitude while interacting with the school staff
 - builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students

IV. Curriculum: The teacher intern plans and implements best practices in the curriculum appropriate to students, grade level, and course objectives.

The teacher intern:

- a. addresses school-state curriculum frameworks, benchmarks, and learning outcomes through appropriate planning.**
 - lesson plan reflects curriculum frameworks, benchmarks
 - expected outcomes are evident in lesson plan
 - lesson plan includes specific expectations for learning
 - lesson plan includes measures of success or learning of content
- b. addresses student diversity through planning, selecting materials, and selecting/creating appropriate activities for learning.**
 - lesson plan includes instructional materials that appropriately take into account students' ages, current skill level, and functional needs
 - incorporates the use of books, literature, pictures, and other materials that are nonbiased, multiracial, and nonstereotyping
 - conducts class activities that expose students to elements from a wide variety of cultures
 - provides students of both genders with equal opportunities to take part in all activities
 - treats students of all races, religions, and cultures equally with respect and consideration
 - brings each students' home culture into the shared culture of the school so that students feel accepted and gain a sense of belonging
 - uses many strategies that help build a sense of the group as a cohesive community
- c. addresses students' growth and development while planning and implementing instruction.**
 - lesson plan includes instructional materials that appropriately take into account students' ages, current skill level, and functional needs
 - uses age appropriate materials and activities
 - uses functionally appropriate materials and activities
 - knows each student well and designs activities based on their knowledge of differing individual abilities, developmental levels, and approaches to students
- d. develops clear learning goals appropriate to students.**
 - goals and objectives match/coordinate with Arkansas Curriculum Frameworks
 - goals and objectives coordinate with school curriculum
 - written plans for a specific lesson/unit reflect instructional procedures that will be used to attain the goals
- e. demonstrates effective pedagogy by utilizing appropriate materials and resources.**
 - plans and utilizes activities and materials appropriate to the age, current skill level(s), and functional needs of the students
 - conveys the belief that all students can learn at high levels
 - provides students with sufficient practice opportunities
- f. creates or selects appropriate teaching methods, learning activities, and instructional materials appropriate to students and that are aligned with the learning goals of the lesson.**
 - objectives, materials selection, and content match appropriately
 - teaching methods, materials, and activities coordinate with the lesson topic or theme

- materials, activities, and methods are clearly related to the lesson objectives and assist in enhancing students' understanding of the lesson content
- g. adapts instruction to promote students' learning based upon their strengths and life experiences.**
 - adjusts instruction, appropriate, to take into account students' ages, current skill levels, and functional needs
 - allows every student sufficient time to learn
 - provides enhancement opportunities
- h. integrates the curriculum when appropriate.**
 - subject areas are integrated through activities, materials, and/or resources
 - when integrating the curriculum, a clear connection between subjects is evident
 - integrated learning activities are used in appropriate, real, and meaningful ways to enhance instruction
 - thematic teaching occurs appropriately for students' ages, current skill levels, and functional needs
 - when using thematic teaching, the content knowledge is taught appropriately, through the theme/unit
- i. demonstrates appropriate pacing of the lesson.**
 - uses questioning to determine if pacing is appropriate
 - monitors students' understanding while teaching
 - uses instructional time effectively
 - teaches within available time frames

V. Subject Matter: The teacher intern understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

The teacher intern:

- a. presents current and accurate subject matter information.**
 - makes no mistakes in teaching the subject matter
- b. demonstrates an understanding of the central content and concepts of the subject matter.**
 - makes no mistakes in teaching the content and concepts
 - instructs lessons that convey effectively the content and concepts of the subject
- c. uses explanations and representations that link curriculum to prior learning.**
 - uses effectively multiple representations and explanations of subject matter concepts that capture key ideas and link to students' prior understandings
- d. engages students in interpreting ideas from a variety of perspectives.**
 - develops lessons that engage students to see, question, and interpret ideas from diverse perspectives
- e. uses methods of inquiry that are central to the subject matter.**
 - engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the subject area
- f. bases instruction on the subject area standards established by the appropriate Specialized Professional Associations (SPAs). (See university supervisor for SPA**

evaluation form).

VI. Teaching Models: The teacher intern demonstrates effective use of teaching models.

The teacher intern applies:

a. the nondirective teaching model to promote positive human relationships to facilitate student growth.

- applies the nondirective teaching to nurture students and help them explore their lives and relationships with others
- serves as a facilitator who guides students' growth and development
- helps students to identify their own problems and to formulate solutions
- shows responsiveness expressing interest in the student

b. the mastery learning and programmed instruction to ensure appropriate individual instruction.

- applies mastery learning to help students self-evaluate and to promote motivation for learning
- uses a set of sequentially organized behavioral objectives
- develops materials that students will need to master each objective

c. direct instruction to maximize student learning and time on task.

- applies direct instruction to presents expectations for learning and describes the content of the lesson
- explains the new content providing demonstrations and examples
- applies structured practice by leading students through practice examples
- uses guided practice for students providing corrective feedback when necessary
- uses independent practice to reinforce the new learning to promote retention and fluency of the learning

d. simulations for students to experience the concepts and develop the skills necessary for performance in the learning.

- presents the topic and explains the simulation
- assigns roles to students and has practice session
- uses the simulations for the learning task
- helps students to summarize the events and perceptions
- relates simulation activity to course content and real world
- evaluates and redesigns the simulation

e. the inductive teaching model to facilitate thinking processes.

- asks students to identify data relevant to the topic or problem
- helps students to organize the data into groups with common attributes
- assists the students with the development of labels for each grouping
- facilitates the interpretation of data by identifying critical relationships and inferences
- assists students to determine cause-and-effect relationships
- helps students predict consequences
- promotes students to explain and verify predictions

f. the concept attainment teaching model to analyze students.

- thinking processes to help them develop more effective strategies

- presents labeled examples
- promotes students to compare the attributes of the positive and negative examples
- inquires students to generate hypotheses and to test the hypotheses
- asks students to identify additional unlabeled examples of yes and no
- confirms hypotheses, names the concept, and explains according to essential attributes
- requests students to generate examples
- facilitates the students in the analysis of the thinking strategies
- g. the memorization model for students to increase learning knowledge and retention.**
 - teaches students to organize learning material by underlining, listing, and reflecting
 - teaches students to make connections using key-word, substitute word and link-word techniques
 - teaches students to make ridiculous associations and sensory images
 - teaches students to practice recalling the material to reinforce learning
- h. the inquiry model to teach students to process information.**
 - poses an area of investigation for the students
 - helps students structure the problem to identify the problem of investigation
 - helps students redesign the experiment and organize the data differently to clear up the problem
- i. cooperative learning and group investigation to teach students to work together to analyze information, test hypotheses, and to coach each other as they develop skills.**
 - assists students in exploring a puzzling situation
 - helps students formulate study task and organize for the study
 - supports students in their independent and group study
 - facilitates students in the analyzing of the process and their progress toward the situation
 - helps the students identify a new problem for investigation
 - uses heterogeneous groups of students for cooperative learning
 - establishes procedural rules while using cooperative learning
 - promotes that students are to assist one another during the learning task
 - evaluates individual student learning and group learning
- j. the role playing model for students to explore human relations problems and to use problem-solving techniques.**
 - presents a clear problem for students and explains role playing
 - selects participants to play roles and sets the stage
 - prepares the observers for their role
 - has the students to perform the role playing
 - leads the discussion and evaluation of the role playing
 - revises the roles to enact the situation
 - leads the discussion and evaluation with the students
 - facilitates with the process of students discovering the general principles of the behavior
- k. the jurisprudential inquiry model to facilitate students' thinking about social policy.**
 - introduces students to the dilemma (reading a story or historical narrative, watching a film depicting a controversy, or discussing an incident in the lives of the students, school, community, or nation)
 - facilitates the process of students synthesizing the facts into a clear issue

- helps the students articulate positions on the issue
- guides students in the exploring and refining of the positions
- facilitates the process of students testing factual assumptions and determining the predicted consequences

VII. Classroom Management: The teacher intern utilizes appropriate classroom management strategies.

The teacher intern:

a. creates an environment of respect and appropriate rapport.

- genuine concern, warmth, sincerity, and humor are expressed by the intern toward the students
- exhibits interest in the students as unique individuals
- acknowledges the traditions and customs of students with differing backgrounds
- takes time to listen to students

b. creates an environment that promotes fairness.

- facilitates and manages fair classroom interactions between her/himself and students, as well as among students
- acts on and conveys that all students are important
- all students have access to learning

c. communicates in a manner that fosters positive interactions with students.

- interactions are not demeaning nor stereotyping
- off-task students are encouraged to reengage in activities/discussion in positive

d. plans and implements appropriate procedures for the effective use of instructional time.

- noninstructional time is used to help students prepare for instruction
- specific procedures for routines, procedures, and participation in the lesson are clear and articulated
- appropriate time spent on activities that are a necessary part of classroom life, but don't contribute to learning

e. manages the classroom to maximize productive use of instructional time.

- arranges materials/activities to facilitate quick access and distribution
- establishes and maintains class routines to facilitate student productivity
- appropriate standards for behavior are established
- appropriate standards for behavior are outlined with students, and followed by the intern
- students understand consequences for disruptive or inappropriate behavior
- manages a range of behavior issues consistently and effectively
- anticipates misbehavior

f. utilizes appropriate instructional and classroom management procedures appropriate to students' development.

- students' development is considered while managing, teaching, and interacting in the classroom
- students' safety and physical needs are taken into consideration in the physical setting, the management techniques and procedures used to manage the classroom
- class activities maintain high levels of student engagement

- g. creates a positive classroom atmosphere that is secure, inviting, and accepting of diverse ideas and opinions.**
 - interactions are not demeaning nor stereotyping
 - off-task students are encouraged to reengage in activities/discussion in positive
 - acts on and conveys that all students are important
 - all students have access to learning
- h. manages student behavior throughout instructional time, appropriately and effectively.**
 - conveys the attitude that school is a place for learning
 - acts on and conveys that all students are important
 - all students have access to learning
 - students' development is considered while managing, teaching, and interacting in the classroom
 - appropriate standards for behavior are established
 - appropriate standards for behavior are outlined with students, and followed by the intern
 - students understand consequences for disruptive or inappropriate behavior
 - manages a range of behavior issues consistently and effectively
 - anticipates misbehavior
- i. engages students and maintains the focus on the lesson by utilizing effective instructional techniques.**
 - anticipates misbehavior
 - conveys the attitude that school is a place for learning
 - acts on and conveys that all students are important
 - all students have access to learning
 - uses questioning to determine if pacing is appropriate
 - monitors students' understanding while teaching
 - uses instructional time effectively
 - uses questioning to determine if pacing is appropriate
 - monitors students' understanding while teaching
 - uses instructional time effectively
 - students' development is considered while managing, teaching, and interacting in the classroom
 - students' safety and physical needs are taken into consideration in the physical setting, the management techniques and procedures used to manage the classroom
- j. establishes and maintains consistent standards for student behavior.**
 - appropriate standards for behavior are established
 - appropriate standards for behavior are outlined with students, and followed by the intern
 - students understand consequences for disruptive or inappropriate behavior
 - manages a range of behavior issues consistently and effectively
 - anticipates misbehavior
 - follows through with discipline and guidance
- k. monitors students' behavior during instruction, group work, and/or practice.**
 - moves around the classroom to monitor student progress
 - uses questioning to monitor understanding of the content
 - observes ongoing group performance and products to monitor student understanding

- arranges materials/activities to facilitate quick access and distribution
- establishes and maintains class routines to facilitate student productivity
- responds to appropriate student behavior
- responds to inappropriate student behavior
- uses proximity to manage students' behavior

VIII. Assessment: The teacher candidate utilizes a variety of assessment strategies to monitor student learning and to determine adjustments in learning activities

The teacher intern

a. monitors student learning through individual and group performances.

- moves around the classroom to monitor student progress
- questions students to determine their level of understanding
- includes all students in questioning and discussion tasks
- incorporates reciprocal questioning techniques to monitor understanding
- observes ongoing group performance to monitor student understanding
- utilizes independent and guided practice to monitor student attention

b. uses students' performances to modify and adjust instruction.

- frequently engages in assessment of learning
- grades, records, and reports homework, test, and other assignments promptly
- provides adequate and timely feedback pertaining to discussions, presentations, and other class activities

c. adapts assessment strategies to promote student learning based on the strengths of the student.

- frequently adjusts assessment types to include multiple learning styles
- provide students with assessments and feedback in an effort to help the student prepare for standardized assessments
- uses assessments that connect with the instruction and life experiences of the student

d. uses formal assessment to measure student performances in relation to instructional objectives.

- instruction reflects measured student needs
- collects student data on a regular basis
- administers assessments to monitor student performance

e. assesses students prior knowledge.

- uses formal and/or informal assessment to determine student ability before teaching concepts where prior knowledge is required

IX. Reflective Teaching: The teacher intern reflects on teaching and learning by means of the following practices:

The teacher intern

a. assesses professional and individual strengths and weaknesses to work in a community of learners.

- identifies knowledge and skills that need reteaching
- identifies personal knowledge and skills that need improvement
- b. evaluates the effects of his/her choices and actions on others in the learning community.**
 - responds to student feedback
 - participates in dialogue with supervisors
 - seeks advice and feedback from supervisors
- c. reflects on the extent to which the learning goals were met.**
 - makes notes on lesson plans to guide lesson improvement.
 - maintains a journal of student teaching experiences which includes description and analysis.
- d. uses and applies the tools of inquiry to improve teaching and learning.**
 - is familiar with methodology of research in the discipline
 - teaches the methodology of research to students
 - creates rubrics that give importance to research
 - uses multiple methods of assessment
 - uses multiple approaches to enhance learning
- e. accesses knowledge from a variety of sources and assesses the validity of information obtained.**
 - uses professional journals and literature for sources
 - belongs to professional organizations
 - uses technology both as reference and as a teaching tool
- f. interprets norm-referenced and criterion-referenced test data to facilitate learning.**
 - collects student performance data on a regular basis
 - reflects on the accuracy and validity of the test instrument
 - administers assessments to monitor student performance
 - maintains accurate records of student achievement
 - enters assessments and scores regularly
- g. modifies instructional plans and evaluates curriculum according to best practices.**
 - reflects on strengths or weaknesses of instruction
 - assesses success of instruction
 - changes unsuccessful or less success
- h. demonstrates a sense of efficacy.**
 - maintain accurate records with student input
 - encourage students to extend thinking and assume responsibility