TOWSON UNIVERSITY

# SECONDARY EDUCATION: History/Social Sciences

**EVALUATION OF INTERNSHIP**

The College of Education uses the 2011 Interstate Teacher Assessment and Support Consortium (InTASC) Standards and the 2004 National Council for the Social Studies (NCSS) program standards to guide and assess History/Social Science teacher candidates' performance. Please use the attached guidelines to evaluate your intern's performance, relative to what a competent beginning teacher should know and be able to do.

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| Intern’s Name: | Jessica Todd |

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| Name of person completing this form: | Nicole Thomas |

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| Position (Mentor Teacher or University Supervisor): | Mentor Teacher |

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| Name of Mentor Teacher/University Supervisor: | Bill Hallock |

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| Name of school where intern is placed: | Magnolia Middle School |

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| Which rotation are you evaluating? (Rotation 1 or 2): | Rotation 1 |

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| Grade level taught: | Social Studies Grade 7 |

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| Intern’s Program: (UG or MAT) | Undergraduate |

**Part I. InTASC STANDARDS**

**Please assess your intern’s performance level and indicate your rating on each of the InTASC Standards using the rating scale found below.**

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| **5 - Distinguished (Consistently demonstrated)** |
| **4 - Proficient (Frequently demonstrated)** |
| **3 - Satisfactory (Generally demonstrated)** |
| **2 - Basic/Needs Improvement (Seldom demonstrated)** |
| **1 - Unsatisfactory (Failed to demonstrate)** |

**The Learner and Learning**

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| **InTASC 1: Learner Development**  The intern demonstrated **understanding of how learners grow and develop**, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, ***and*** designed and implemented **developmentally appropriate and challenging learning experiences.** | Satisfactory (Generally) |
| **InTASC 2: Learning Differences**  The intern demonstrated **understanding of individual differences and diverse cultures** and communities to **ensure inclusive learning environments** that enabled each learner to meet high standards. | Satisfactory (Generally) |
| **InTASC 3: Learning Environments**  The intern worked with others to **create environments that supported individual**  **and collaborative learning**, and that encouraged positive social interaction, active  engagement in learning, and self motivation. | Satisfactory (Generally) |

**Content**

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| **InTASC 4: Content Knowledge**  The intern demonstrated **understanding of the central concepts, tools of inquiry, and structures of the discipline(s**) he or she taught ***and* created learning experiences that made the discipline accessible and meaningful** **for ALL learners** to assure mastery of the content. | Satisfactory (Generally) |
| **InTASC 5: Application of Content**  The intern demonstrated **understanding of how to connect concepts and use differing perspectives to engage learners** in **critical thinking, creativity, and collaborative problem solving** related to authentic local and global issues. | Satisfactory (Generally) |

**Instructional Practice**

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| **InTASC 6: Assessment to Prove and Improve Student Learning**  The intern demonstrated **understanding and used multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.** | Satisfactory (Generally) |
| **InTASC 7: Planning for Instruction**  The intern **planned instruction that supported every student in** meeting rigorous learning goals by **drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.** | Satisfactory (Generally) |
| **InTASC 8: Instructional Strategies**  The intern demonstrated **understanding and used a variety of instructional strategies** **to encourage learners to develop deep understanding of content areas and their connections**, and to build skills to apply knowledge in meaningful ways | Satisfactory (Generally) |

**Professional Responsibility**

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| **InTASC 9: Professional Learning and Ethical Practice**  The intern **engaged in ongoing professional learning** and **used evidence to** **continually evaluate his/her practice**, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and **adapted practice to meet the needs of each learner.** | Satisfactory (Generally) |
| **InTASC 10: Leadership and Collaboration**  The intern **sought appropriate leadership roles and opportunities** **to take responsibility for student learning**, to collaborate with learners, families, colleagues, other school professionals, and community members **to ensure learner growth, and to advance the profession.** | Satisfactory (Generally) |

**Technology**

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| The intern **used available technology** not as an end in itself, but as **a tool for learning and communication**, **integrating its use in all facets of professional practice, and for adapting instruction to meet the needs of each learner.** | Satisfactory (Generally) |

**Part II. Other Performance Factors**

**Please assess your intern’s demonstrated ability, using the rating scale found below:**

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| **5 – Distinguished (Consistently)** |
| **4 – Proficient (Frequently)** |
| **3 – Satisfactory (Generally)** |
| **2 – Basic/Needs Improvement (Seldom)** |
| **1 – Unsatisfactory (Failed to)** |
| **NA – Not Applicable [if placement did not provide opportunity]** |

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| 1. The intern differentiated instruction and worked effectively with **learners from diverse backgrounds (ex., socio-economic, racial, ethnic)**. | Proficient (Frequently) |
| 2. The intern differentiated instruction and worked effectively with **learners with special needs** | Satisfactory (Generally) |
| 3. The intern differentiated instruction and worked effectively with **English Language Learners (ELL)**. | Not Applicable |
| 4. The intern differentiated instruction and worked effectively with **gifted and talented learners** | Not Applicable |
| 5. The intern collaboratively planned and/or taught with **specialized resource personnel (ex., guidance counselor, resource teacher, special educator, reading specialist, media specialist, speech pathologist)**. | Not Applicable |

**Part III. NCSS STANDARDS**

**Please assess your intern’s performance level and indicate your rating on each of the NCSS Standards using the criteria below and additional descriptions found in page 9:**

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| **5 - Distinguished (Consistently demonstrated)** |
| **4 - Proficient (Frequently demonstrated)** |
| **3 - Satisfactory (Generally demonstrated)** |
| **2 - Basic/Needs Improvement (Seldom demonstrated)** |
| **1 - Unsatisfactory (Failed to demonstrate)** |

Candidates in social studies should possess the knowledge, capabilities, and dispositions to organize and provide experiences that provide instruction at the appropriate school level for the study of….

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| --- | --- |
| **1.1 Culture and Cultural Diversity.** Interns should possess the knowledge, capabilities,  and dispositions to organize and provide instruction for the study of culture and cultural diversity. | Satisfactory (Generally) |
| **1.2 Time, Continuity, and Change.** Interns should possess the knowledge, capabilities, and dispositions to organize and provide instruction for the study of time, continuity, and change. | Satisfactory (Generally) |
| **1.3 People, Places, and Environments**.Interns should possess the knowledge, capabilities, and dispositions to organize and provide instruction for the study of people, places, and environment. | Satisfactory (Generally) |
| **1.4 Individual Development and Identity**.Interns should possess the knowledge, capabilities, and dispositions to organize and provide instruction for the study of individual development and identity**.** | Satisfactory (Generally) |
| **1.5 Individuals, Groups, and Institutions.** Interns should possess the knowledge, capabilities, and dispositions to organize and provide instruction for the study of individuals, groups, and institutions. | Satisfactory (Generally) |
| **1.6 Power, Authority, and Governance**.Interns should possess the knowledge, capabilities, and dispositions to organize and provide instruction for the study of power, authority and governance. | Satisfactory (Generally) |
| **1.7 Production, Distribution, and Consumption of Goods and Services**.Interns should possess the knowledge, capabilities, and dispositions to organize and provide instruction for the study of production, distribution, and consumption of goods and services. | Proficient (Frequently) |
| **1.8 Science, Technology, and Society**.Interns should possess the knowledge, capabilities, and dispositions to organize and provide instruction for the study of science, technology and society. | Satisfactory (Generally) |
| **1.9 Global Connections and Interdependence**.Interns should possess the knowledge, capabilities, and dispositions to organize and provide instruction for the study of global connections and interdependence**.** | Satisfactory (Generally) |
| **1.10 Civic Ideals and Practices.** Interns should possess the knowledge, capabilities, and dispositions to organize and provide instruction for the study of civic ideals and practices. | Proficient (Frequently) |

**Summarizing statements regarding the intern’s classroom experiences during this placement and ability to assume the role of classroom teacher:**

Ms. Todd showed great potential. She was planned and ready to teach everyday. She maintained professionalism with the students. The students showed interest in learning the content Ms. Todd was responsible for. I am hoping that Ms. Todd will take more risks when it comes to planning her own lessons and be more creative in the future. Ms. Todd seemed apprehensive at times to take initiative. I would encourage Ms. Todd to accept constructive criticism and be open to learn from all staff members.

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| SIGNATURE: |  | DATE: |  |