

Texas State University
Midpoint Evaluation Form - Interns
Based on the Danielson Framework for Teaching

(This Word form may be completed and used during the Midpoint Evaluation conference. Or, a printed copy of the ePortfolio Final Evaluation may be used. This form does not suffice as an official record of evaluation. Actual performance data and comments must be entered in ePortfolio.)

NOTE: Gray highlights indicate areas in which the teacher candidate has little control and/or responsibility; therefore, no rating is required in these areas. This does not apply to interns. Some wording of the FFT components has been added or modified by Texas State University to more appropriately align with the teacher candidate's role. Those adjustments appear in italics.

Intern:	School/District:	Date:
Grade/Subject:	District Mentor:	Faculty:

Key: The evaluation rubric (below) measures the intern as a “student” and not as a teacher already in the field. The student will receive a score for each component based on the preponderance of evidence collected throughout the semester up to the midpoint, as measured against the FFT indicators for each level of performance.

Note: If an Intern receives a rating of less than a 2 in any component, a growth plan will be created and implemented. Interns on a growth plan will be expected to show improvement and reach a rating of at least 2 in each area on the Final Evaluation in order to receive credit (CR).

Texas State Rating	Texas State Qualitative Rating Explanation	Danielson Framework for Teaching Correlation
AD (4) = Advanced	Displays: a strong understanding of the component; highly effective implementation of the component with <u>no need</u> for guidance and/or support; a significant level of independence; growth that is often self-generated.	Performing independently at FFT Proficient level (3)
E (3) = Effective	Displays: a solid understanding of the component; generally consistent and effective implementation of the component with some need for guidance and support; growing independence; adequate and/or steady progress and growth.	Performing with growing independence at FFT high Basic to low/mid Proficient level (2-3)
AC (2) = Acceptable	Displays: a lack of full understanding of the component; inconsistent or partially successful implementation; the need for moderate guidance and support; moderate level of dependence; the need for more growth, although improvement has been shown.	Performing with moderate levels of dependence, guidance, and support, at the FFT Basic level (2)
DNMS (1) = Does Not Meet Standard	Displays: little to no understanding of the component; very limited to no successful implementation of component; frequent errors and a lack of judgment within the context of the component, even with continual guidance and support; a high level of dependence; a need for significant improvement.	Performing with high levels of dependence at FFT Unsatisfactory level (1).
NA=Not Applicable		

Domain 1: Planning and Preparation

Components and Elements	DNMS	AC	E	AD	NA
1a. Demonstrates knowledge of content and pedagogy. <ul style="list-style-type: none"> Knowledge of content and structure of the discipline Knowledge of prerequisite relationships Knowledge of content-related pedagogy 					
1b. Demonstrates knowledge of students. <ul style="list-style-type: none"> Knowledge of child and adolescent development Knowledge of the learning process 					

<ul style="list-style-type: none"> ● Knowledge of students' skills, knowledge, and language proficiency ● Knowledge of students' interests and cultural heritage ● Knowledge of students' special needs 					
1c. Demonstrates ability to set instructional outcomes. <ul style="list-style-type: none"> - Value, sequence, and alignment - Clarity - Balance - Sustainability for diverse students 					
1d. Demonstrates knowledge of resources. <ul style="list-style-type: none"> - Resources for classroom use - Resources to extend content knowledge and pedagogy - Resources for students 					
1e. Demonstrates ability to provide coherent instruction. <ul style="list-style-type: none"> - Learning activities - Instructional materials and resources - Instructional groups - Lesson and unit structure 					
1f. Demonstrates ability to design incorporate student assessments. <ul style="list-style-type: none"> - Congruence with instructional outcomes - Criteria and standards - Design Use of formative assessments (<i>incorporates strategies to check for understanding</i>) - Use for planning 					

Domain 2: Classroom Environment

Components and Elements	DNMS	AC	E	AD	NA
2a. Creates an environment of respect and rapport. <ul style="list-style-type: none"> ● Teacher interactions with students, including both words and actions ● Student interactions with other students, including both words and actions 					
2b. Establishes a culture for learning. <ul style="list-style-type: none"> ● Importance of the content and of learning ● Expectations for learning and achievement ● Student pride in work 					
2c. Manages classroom procedures. <ul style="list-style-type: none"> ● Management of instructional groups ● Management of transitions ● Management of materials and supplies ● Performance of non-instructional duties 					
2d. Manages student behavior. <ul style="list-style-type: none"> ● Expectations ● Monitoring of student behavior ● Response to student misbehavior 					
2e. Organizes Physical Space <ul style="list-style-type: none"> ● Safety and accessibility ● Furniture arrangement and use of physical resources 					

Domain 3: Instruction

Components and Elements	DNMS	AC	E	AD	NA
3a. Communicates with students. <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language 					
3b. Uses appropriate questioning and discussion techniques. <ul style="list-style-type: none"> • Quality of questions/prompts • Discussion techniques • Student participation 					
3c. Engages students in learning. <ul style="list-style-type: none"> • Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing 					
3d. Uses assessment in instruction. <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress • Lesson adjustment 					
3e. Demonstrates Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to Students • Persistence 					

Domain 4: Professional Responsibilities

Components and Elements	DNMS	AC	E	AD	NA
4a. Reflects on teaching. <ul style="list-style-type: none"> • Accuracy • Use in further teaching 					
4b. Maintains accurate records. <ul style="list-style-type: none"> • <i>Classroom</i> student completion of assignments • <i>Classroom</i> student progress in learning • Non-instructional records 					
4c. Communicates with families. <ul style="list-style-type: none"> • Information about the instructional program • Information about individual students • Engagement of families in the instructional program 					
4d. Participates in a professional community. <ul style="list-style-type: none"> • Relationships with <i>University and campus placement</i> colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects • <i>Participation in University and campus placement events/meetings/trainings</i> 					
4e. Demonstrates professional growth and development. <ul style="list-style-type: none"> • Enhancement of knowledge and skills • Service to the profession 					

<ul style="list-style-type: none"> ● Receptivity <i>and responsiveness</i> to feedback ● Improvement/growth in performance 					
4f. Demonstrates professionalism. <ul style="list-style-type: none"> ● Integrity and ethical conduct ● Advocacy ● Equitable service to <i>all</i> students ● Sound judgment and decision-making ● Compliance with <i>university/campus/district</i> regulations 					

Areas of Reinforcement - Address no less than one area in which the Intern excels, citing evidence.

Areas of Refinement - Address all critical areas in which the Intern must improve, citing evidence.

Goals and Next Steps - List goals and actionable next steps the Intern can take to improve in each Area of Refinement addressed above.

Summative Statement:

- ☐ The candidate has made adequate progress (earning a rating of 2 or higher) thus far in all domains and components above and will continue in the current placement as an intern with the current guidance and support.
- ☐ The candidate has not made adequate progress thus far in the domains/components noted above. The Growth Plan process will be initiated, and additional observations may be required.

Signatures:

District Mentor: _____

Student Teaching Faculty: _____