

**Internship Midterm and Final Summative Evaluation Summary Sheet**

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| *Teacher Candidate:*  |
| ***Domain: Instruction* (12 total indicators)** | **Midterm Score** | **Final Score** |
| Standards & Objectives |  |  |
| Motivating Students |  |  |
| Presenting Instructional Content |  |  |
| Lesson Structure & Pacing |  |  |
| Activities & Materials |  |  |
| Questioning |  |  |
| Academic Feedback |  |  |
| Grouping Students |  |  |
| Teacher Content Knowledge |  |  |
| Teacher Knowledge of Students |  |  |
| Thinking |  |  |
| Problem Solving |  |  |
| **Total Summative Evaluation Score** (final minimum passing/certification score is 32 out of 48 total points; with no more than two scores of 1) |  |  |
| ***Domain: Planning* (3 indicators)**  | **Midterm Score** | **Final Score** |
| Instructional Plans |  |  |
| Student Work |  |  |
| Assessment |  |  |
| **Total Summative Evaluation Score** (final minimum passing/certification score is 7 out of 12 total points; with no scores of 1)  |  |  |
| ***Domain: Environment* (4 indicators )** | **Midterm Score** | **Final Score** |
| Expectations |  |  |
| Managing Student Behavior |  |  |
| Environment |  |  |
| Respectful Culture |  |  |
| **Total Summative Evaluation Score** (final minimum passing/certification score is 10 out of 16 total points; with no scores of 1)  |  |  |
| ***Domain: Professionalism* (10 indicators )** | **Midterm Score** | **Final Score** |
| Growing & Developing Professionally #1 |  |  |
| Growing & Developing Professionally #2 |  |  |
| Growing & Developing Professionally #3 |  |  |
| Growing & Developing Professionally #4 |  |  |
| Reflecting on Teaching #5 |  |  |
| Reflecting on Teaching #6 |  |  |
| Reflecting on Teaching #7 |  |  |
| Reflecting on Teaching #8 |  |  |
| Community Involvement #9 |  |  |
| School Responsibilities #10 |  |  |
| **Total Summative Evaluation Score** (final minimum passing/certification score is 25 out of 40 total points; with no scores of 1)  |  |  |



**Internship Midterm and Final Summative Evaluation Form**

*Based on SC Expanded ADEPT & SC Teaching Standards Rubric (SCTS), Furman Dispositions and Use of Technology for Classroom-Based Teachers*

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| Teacher Candidate:  | District Mentor/Cooperating Teacher: |
| University Supervisor: | Grade Level/Subject:  |
| School:  |
| **Midterm Signatures** |  | **Final Evaluation Signatures** |
| Signature Teacher Candidate:  | Signature District Mentor/Coop Teacher: |  | Signature Teacher Candidate:  | Signature District Mentor/Coop Teacher: |
| Signature University Supervisor: | Date:  |  | Signature University Supervisor: | Date:  |

*Directions: This form is to be completed by the University Supervisor and Cooperating Teacher/District Mentor as a consensus evaluation at midterm and final conference. Refer to the SCTS 4.0 rubric to assign a midterm and final evaluation score. At midterm, a candidate could receive a “Not Observable” if the indicator is not yet observed.*

*Note: Prior to completing the final evaluation, a separate Dispositions Assessment rubric form is to be completed by the University Supervisor and the Cooperating Teacher/District Mentor and provided to the Education Department. The consensus evaluation scores are provided on this form.*

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| ***Domain: Instruction (SC Teaching Standards)*** *- refer to SCTS Rubric* |
| **Indicators****(12 total)** | **Midterm/ Final** | **Exemplary****4** | **Proficient****3** **(Good Solid Teaching)** | **Needs Improvement****2** | **Unsatisfactory****1** | **Not Observable** **N/O** | **Rationale** |
| Standards & Objectives | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Motivating Students | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Presenting Instructional Content | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Lesson Structure & Pacing | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Activities & Materials | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Questioning | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Academic Feedback | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Grouping Students | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Teacher Content Knowledge | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Teacher Knowledge of Students  | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Thinking  | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Problem Solving | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
|  |  |  |  |
| ***Domain: Planning (SC Teaching Standards)*** *- refer to SCTS Rubric* |  |
| **Indicators****(3 total)** | **Midterm/ Final** | **Exemplary****4** | **Proficient****3 (Good Solid Teaching)** | **Needs Improvement****2** | **Unsatisfactory****1** | **Not Observable** **N/O** | **Rationale** |
| Instructional Plans | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Student Work | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Assessment | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
|  |  |  |  |
| ***Domain: Environment (SC Teaching Standards)*** *- refer to SCTS Rubric* |
| **Indicators****(4 total)** | **Midterm/ Final** | **Exemplary****4** | **Proficient****3 (Good Solid Teaching)** | **Needs Improvement****2** | **Unsatisfactory****1** | **Not Observable** **N/O** | **Rationale** |
| Expectations | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Managing Student Behavior | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Environment | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |
| Respectful Culture | Midterm |  |  |  |  |  |  |
|  | Final |  |  |  |  |  |  |

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| ***Domain: Professionalism* *(SC Teaching Standards)*** *- refer to SCTS Rubric.*  |
| **Performance Standard** | **Exemplary****4** | **Proficient****3** | **Needs Improvement****2** | **Unsatisfactory****1** | Rationale: *The Professionalism domain is* *based on performance of the candidate throughout the semester.* ***If there is an area of concern at midterm, please note it here*** |
| **Growing & Developing Professionally** |  |  |  |  |  |
| 1.The educator is prompt, prepared, and participates in professional development meetings, bringing student artifacts (student work) when requested. DA 1,2,7 |  |  |  |  |  |
| 2. The educator appropriately attempts to implement new learning in the classroom following presentation in professional development meetings. DA 14 Professionalism Self-Assessment, Question 4 |  |  |  |  |  |
| 3. The educator develops and works on a yearly plan for new learning based on analyses of school improvement plans and new goals, self-assessment, and input from the teacher leader and principal observations. Professionalism Self-Assessment, Question 5  |  |  |  |  |  |
| 4. The educator selects specific activities, content knowledge, or pedagogical skills to enhance and improve his/her proficiency. DA 7, 14; Professionalism Self-Assessment, Question 1, 2, 4, 5 |  |  |  |  |  |
| **Reflecting on Teaching** |  |  |  |  |  |
| 5. The educator makes thoughtful and accurate assessments of his/her lessons’ effectiveness as evidenced by the self-reflection after each observation. **DA 12;** Professionalism Self-Assessment, Question 3  |  |  |  |  |  |
| 6. The educator offers specific actions to improve his/her teaching. **DA 14** Professionalism Self-Assessment, Question 1, 2, 3, 4, 5 |  |  |  |  |  |
| 7. The educator accepts responsibilities contributing to school improvement. **DA 7, 13**  |  |  |  |  |  |
| 8. The educator utilizes student achievement data to address strengths and weaknesses of students and guide instructional decisions. DA 12 Professionalism Self-Assessment, Question 3 |  |  |  |  |  |
| **Community Involvement** |  |  |  |  |  |
| 9.The educator actively supports school activities and events. DA 7 |  |  |  |  |  |
| **School Responsibilities** |  |  |  |  |  |
| 10.The educator accepts leadership responsibilities and/or assists in peers contributing to a safe and orderly school environment. DA 7, 13 |  |  |  |  |  |

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| **Furman Dispositions- *refer to Dispositions Assessment (DA) Rubric***  |
| **Items (14 total)**  | Rationale: *The Dispositions Assessment is based on performance of the candidate throughout the semester.* ***If there is an area of concern at midterm, please note it here. Complete separate Dispositions Assessment scoring form for the final evaluation.***  |
| Timeliness/Time Management |  |
| Attendance |  |
| Appearance/Dress |  |
| Confidentiality |  |
| Honesty/Integrity |  |
| Poise/Attitude/Self-efficacy |  |
| Cooperation/Collaboration |  |
| Communication |  |
| Caring/Rapport |  |
| Sensitivity to Individual Differences |  |
| Sensitivity to Cultural Differences |  |
| Reflectiveness/Responsiveness to Feedback |  |
| Initiative/Leadership |  |
| Active Learner |  |

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| **Furman Candidate Use of Technology- *refer to Candidate Use of Technology Rubric*** **Not applicable for music education candidates.** |
| **Items (3 total)**  | Rationale: *Candidate Use of Technology is based on performance of the candidate throughout the semester.* ***If there is an area of concern at midterm, please note it here. Complete separate Candidate Use of Technology for Learning scoring form for the final evaluation.***  |
| Teacher as Learning Catalyst: *Designer* |  |
| Teacher as Learning Catalyst: *Facilitator* |  |
| Teacher as Learning Catalyst: *Analyst* |  |