

# Intern I Evaluation Rubric

North Carolina Professional Teaching Standard (NCPTS) 1: Teachers Demonstrate Leadership				
	Not Demonstrated (0)	Developing (1)	Proficient (2)	Accomplished (3)
<p><b>Element Ia. Interns contribute to leadership in the classroom.</b> Interns demonstrate emerging leadership skills by supporting the progress of all students, recognizing their role in helping students achieve educational goals.</p> <ul style="list-style-type: none"> <li>• Interns assist in supporting the progress of all students to be prepared for global competitiveness, life-long learning, and 21st-century life.</li> <li>• They observe and support goal-setting activities that address the needs of individual students and the class as a whole, using guidance from the Clinical Educator.</li> <li>• They contribute to creating a safe and positive classroom environment that encourages collaboration and fosters a love of learning.</li> <li>• Supports a safe and orderly classroom environment under the guidance of the Clinical Educator.</li> <li>• Demonstrates positive management strategies, including observing and assisting with conflict resolution techniques, effective communication for de-escalating behaviors, and promoting a respectful classroom culture.</li> </ul>		<ul style="list-style-type: none"> <li>• Recognizes the need for all students to be prepared for global competitiveness, life-long learning, and 21st-century life.</li> <li>• Observes behavior management and conflict resolution strategies but demonstrates limited confidence in applying them.</li> </ul>	<p><i>Meets all Developing-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Supports the progress of all students to be prepared for global competitiveness, life-long learning, and 21st-century life.</li> <li>• Applies classroom and/or school-based behavior management and conflict resolution strategies and helps maintain a safe, engaging classroom environment with support of the Clinical Educator.</li> </ul>	<p><i>Meets all Proficient-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Takes a leadership role in supporting the progress of all students to be prepared for global competitiveness, life-long learning, and 21st-century life.</li> <li>• Implements behavior management and conflict resolution strategies and helps maintain a safe, engaging classroom environment that supports students with unique behavioral needs.</li> </ul>
<p><b>Element Id. Interns observe and support advocacy for schools and students.</b></p> <ul style="list-style-type: none"> <li>• Interns observe how Clinical Educators advocate for positive changes in policies and practices that affect student learning.</li> <li>• They assist with and follow classroom policies and practices that support a positive learning environment for all students.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes how Clinical Educators advocate for positive changes in policies and practices affecting student learning.</li> <li>• Follows classroom policies and practices with guidance to support</li> </ul>	<p><i>Meets all Developing-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Assists in implementing classroom policies and practices that positively affect students' learning with occasional support.</li> </ul>	<p><i>Meets all Proficient-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Proactively supports the implementation of policies and practices that positively affect student learning with minimal supervision.</li> </ul>

		<p>a positive learning environment.</p>	<ul style="list-style-type: none"> <li>• Participates in discussions with the teacher about how advocacy impacts policies and practices within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies opportunities to assist the teacher in advocating for student needs and contributes thoughtful insights during discussions about policy or practice improvements.</li> </ul>
<p><b>Element Ie. Interns demonstrate high ethical standards.</b></p> <ul style="list-style-type: none"> <li>• Interns observe and learn about ethical principles, including honesty, integrity, fair treatment, and respect for others.</li> <li>• They follow the guidance of the Clinical Educator to model ethical behavior in the classroom.</li> <li>• Interns demonstrate professionalism by being punctual, arriving prepared with necessary materials and lessons, and taking initiative in supporting classroom routines, such as managing transitions and assisting with instructional activities.</li> <li>• Interns collaborate effectively with their Clinical Educator, Field Supervisor, and other school personnel, maintaining clear and respectful communication while actively engaging with students to support their learning and classroom success.</li> <li>• Interns build positive relationships with students by engaging in meaningful interactions, supporting their academic and social growth, and fostering an inclusive and respectful environment.</li> </ul>		<ul style="list-style-type: none"> <li>• Intern observes ethical principles, including honesty, integrity, fair treatment, and respect for others, and follow the Clinical Educator's guidance to model ethical behavior in the classroom.</li> <li>• Intern fulfills their attendance requirements consistently.</li> </ul>	<p><b><i>Meets all Developing-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of ethical principles by consistently applying honesty, integrity, and respect in classroom interactions.</li> <li>• Models ethical behavior in the classroom under the guidance of the Clinical Educator.</li> <li>• Demonstrates professionalism by being punctual, arriving prepared with well-developed materials.</li> <li>• Contributes to classroom routines, such as managing transitions and assisting with instructional activities with</li> </ul>	<p><b><i>Meets all Proficient-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Independently demonstrates ethical principles, including honesty, integrity, and respect, in all interactions with students and staff.</li> <li>• Consistently upholds ethical standards and models professional behavior aligned with the Code of Ethics for North Carolina Educators.</li> <li>• Takes initiative to enhance classroom routines and instructional activities effectively.</li> </ul>

			minimal prompting.	
<b>NCPTS 2: Teachers Establish a Respectful Environment for a Diverse Population of Students</b>				
<p><b>Element IIa. Interns support a positive, nurturing environment.</b></p> <ul style="list-style-type: none"> <li>• Interns observe and assist in creating an environment that is respectful, supportive, inclusive, and flexible.</li> <li>• They contribute to maintaining a positive and nurturing learning environment under the guidance of the Clinical Educator.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes and learns about creating a respectful, supportive, and inclusive classroom environment.</li> <li>• Follows the Clinical Educator’s lead in helping to maintain a positive and nurturing learning atmosphere.</li> </ul>	<p><i>Meets all Developing-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Actively participates in fostering a respectful, supportive, and inclusive environment under the guidance of the Clinical Educator.</li> </ul> <p>Consistently helps to maintain a positive and nurturing classroom atmosphere, offering support to students as needed.</p>	<p><i>Meets all Proficient-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Independently contributes to creating a welcoming, inclusive, and supportive classroom environment.</li> <li>• Proactively helps maintain a nurturing and positive learning atmosphere, modeling respect and care in all interactions with students.</li> </ul>
<p><b>Element IIb. Interns support and embrace diversity (e.g., racial/ethnic, linguistic, neurodiversity, gender/sexual orientation, socio-economic status, etc.) in the school community and in the world.</b></p> <ul style="list-style-type: none"> <li>• Interns observe how Clinical Educators incorporate diverse perspectives and cultures into the classroom environment.</li> <li>• They assist with using materials or lessons that acknowledge and respect the contributions of all cultures.</li> <li>• Interns learn to recognize the influence of cultural factors on student development and contribute to an inclusive classroom.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes how Clinical Educators incorporate diverse perspectives and cultures into the classroom environment.</li> <li>• Assists with using materials or lessons that acknowledge and respect the contributions of all cultures under guidance.</li> </ul>	<p><i>Meets all Developing-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Actively contributes to the use of materials or lessons that promote inclusivity and respect for diverse cultures.</li> <li>• Recognizes and supports the influence of cultural factors on students' development and interactions with occasional guidance.</li> </ul>	<p><i>Meets all Proficient-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Independently integrates materials or lessons that highlight the contributions of all cultures and actively promotes inclusivity.</li> <li>• Demonstrates an understanding of how cultural background influences student development and performance, proactively</li> </ul>

				supporting diverse student needs.
<p><b>Element IIc. Interns treat students as individuals.</b></p> <ul style="list-style-type: none"> <li>• Interns observe how Clinical Educators maintain high expectations for students of all backgrounds and contribute to positive student relationships.</li> <li>• They assist in fostering a learning environment that shows respect for each student and values their contributions.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes how Clinical Educators maintain high expectations and build positive relationships with students.</li> <li>• Assists in creating a respectful learning environment where students' contributions are valued.</li> </ul>	<p><b><i>Meets all Developing-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Actively supports the maintenance of high expectations for all students, contributing to a positive, respectful learning environment.</li> <li>• Helps foster positive relationships with students, demonstrating appreciation for their individual contributions.</li> </ul>	<p><b><i>Meets all Proficient-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Independently maintains high expectations for all students and helps create a learning environment that demonstrates respect for each individual.</li> <li>• Builds positive, appropriate relationships with students, valuing their unique contributions and promoting inclusivity.</li> </ul>
<p><b>Element IIId. Interns support adaptations for students with special needs (students with exceptionalities such as multilingual, English-language learners, gifted, and special education students)</b></p> <ul style="list-style-type: none"> <li>• Interns observe and learn how Clinical Educators collaborate with support specialists to meet the needs of students with special needs.</li> <li>• They assist in using resources and strategies to support the diverse learning needs of students under the guidance of the Clinical Educator.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes how Clinical Educators collaborate with support specialists to meet the needs of students with special needs.</li> <li>• Assists in using resources and strategies under the Clinical Educator's guidance to support the learning needs of students with special needs.</li> </ul>	<p><b><i>Meets all Developing-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Actively supports the Clinical Educator in implementing adaptations and strategies for students with special needs.</li> <li>• Cooperates with support specialists to assist in meeting the diverse learning needs of students.</li> </ul>	<p><b><i>Meets all Proficient-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Independently supports the use of research-verified strategies and resources to adapt lessons for students with special needs.</li> <li>• Proactively engages with support specialists to help address and meet the needs of students with special learning requirements.</li> </ul>

### NCPTS 3: Teachers Know the Content They Teach

<p><b>Element IIIa. Interns support instruction aligned with the North Carolina Standard Course of Study.</b></p> <ul style="list-style-type: none"> <li>• Interns observe and learn how Clinical Educators align their instruction with the North Carolina Standard Course of Study.</li> <li>• They assist in applying strategies to make the curriculum engaging and relevant for students, focusing on literacy skills where appropriate.</li> <li>• Interns support literacy instruction within the content area, depending on grade level and subject matter.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes how Clinical Educators align their instruction with the North Carolina Standard Course of Study and focuses on understanding curriculum goals.</li> <li>• Recognizes the need for literacy skills within the content area.</li> </ul>	<p><i>Meets all Developing-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Actively participates in implementing strategies to make the curriculum engaging and relevant for students.</li> <li>• Assists in supporting literacy skills within the content area under Clinical Educator guidance.</li> </ul>	<p><i>Meets all Proficient-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Independently applies strategies to enhance the curriculum's rigor and relevance.</li> <li>• Contributes to supporting literacy instruction within the content area, aligned with the North Carolina Standard Course of Study.</li> </ul>
<p><b>Element IIIb. Interns support content knowledge appropriate to their teaching specialty.</b></p> <ul style="list-style-type: none"> <li>• Interns observe how Clinical Educators bring depth and richness to their subject area and direct students' curiosity towards learning.</li> <li>• They assist in fostering a classroom environment where students are encouraged to explore the content area and expand their knowledge.</li> <li>• Interns support the Clinical Educator's efforts to deepen students' understanding of the subject by engaging students in relevant activities under guidance.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes how Clinical Educators use their content knowledge to engage students' curiosity and interest in learning.</li> <li>• Assists in activities that encourage students to explore the content area under the guidance of the Clinical Educator.</li> </ul>	<p><i>Meets all Developing-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Contributes to creating a classroom environment where students are encouraged to investigate the content area and deepen their understanding.</li> <li>• Assists in providing relevant activities that connect students' natural curiosity to the subject matter.</li> </ul>	<p><i>Meets all Proficient-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Fosters a classroom environment where students are motivated to explore content deeply and extend their learning beyond the classroom.</li> <li>• Engages students in activities that align with content goals and encourage critical thinking and inquiry.</li> </ul>

<p><b>Element IIIId. Interns support making instruction relevant to students.</b></p> <ul style="list-style-type: none"> <li>• Interns observe how Clinical Educators integrate <a href="#">21st-century life skills</a>, such as communication, collaboration, and responsibility, into their teaching.</li> <li>• They assist in connecting content from the North Carolina Standard Course of Study to real-world applications, helping students see the relevance of their learning.</li> <li>• Interns support the Clinical Educator in promoting students’ understanding of skills and content that prepare them for success beyond the classroom.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes how Clinical Educators incorporate 21st-century life skills into instruction and begins to understand their connection to student learning.</li> <li>• Assists in helping students see the relevance of the content being taught, under Clinical Educator guidance.</li> </ul>	<p><b><i>Meets all Developing-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Actively participates in connecting content from the North Carolina Standard Course of Study to real-world applications, helping students see how their learning relates to 21st-century skills.</li> <li>• Supports the Clinical Educator in promoting the importance of skills such as communication, collaboration, and responsibility within the classroom.</li> </ul>	<p><b><i>Meets all Proficient-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Independently supports the integration of 21st-century life skills in lessons, guiding students to understand their importance beyond the classroom.</li> <li>• Proactively helps students connect their learning to real-world scenarios and global issues, strengthening the relevance of instruction.</li> </ul>
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**NCPTS 4: Teachers Facilitate Learning for their Students**

<p><b>Element IVb. Interns plan instruction appropriate for their students.</b></p> <ul style="list-style-type: none"> <li>• Interns observe how Clinical Educators develop lesson plans to address content area standards.</li> <li>• Interns observe how Clinical Educators develop lesson plans that differentiate learning experiences for students with diverse learning needs.</li> <li>• Interns collaborate with Clinical Educators and university faculty to develop and implement appropriate lessons in their placement classroom.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes how Clinical Educators plan to address content area standards and diverse learning needs.</li> <li>• Collaborates with Clinical Educator to develop and implement lessons.</li> </ul>	<p><b><i>Meets all Developing-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Actively participates in the planning process by asking questions and seeking resources from the Clinical Educator.</li> <li>• Plans and implements high-quality lessons appropriate for students in the classroom.</li> </ul>	<p><b><i>Meets all Proficient-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Actively collaborates with Clinical Educator to share resources and co-plan lessons.</li> <li>• Plans and implements high-quality, differentiated lessons that meet the needs of all students in the classroom.</li> </ul>
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<p><b>Element IVc. Interns assist with using a variety of instructional methods.</b></p> <ul style="list-style-type: none"> <li>• Interns observe how Clinical Educators choose instructional methods and techniques to meet the needs of diverse students.</li> <li>• They assist in employing a variety of teaching methods, including technology and differentiated instruction, under the Clinical Educator's guidance.</li> <li>• Interns support the use of appropriate methods and materials to engage and meet the learning needs of all students.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes how Clinical Educators use a variety of instructional methods to meet the needs of students.</li> <li>• Assists in implementing simple instructional methods and techniques, including basic technology use and group activities.</li> </ul>	<p><i>Meets all Developing-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Actively participates in applying a range of instructional strategies, including differentiated instruction and technology tools, under the Clinical Educator's direction.</li> <li>• Assists in adjusting methods and materials to engage students and support diverse learning needs.</li> </ul>	<p><i>Meets all Proficient-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Independently selects and implements instructional methods and materials to meet the needs of all students, based on observed needs and learning styles.</li> <li>• Proactively adjusts instructional strategies to ensure effective learning experiences for diverse learners.</li> </ul>
<p><b>Element IVd. Interns assist with integrating and using technology in instruction.</b></p> <ul style="list-style-type: none"> <li>• Interns observe how Clinical Educators incorporate technology to enhance student learning and engagement.</li> <li>• They assist in using technology for specific instructional tasks, such as presenting content or facilitating student collaboration.</li> <li>• Interns support students in using technology tools to engage with content, solve problems, and communicate effectively under the Clinical Educator's guidance.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes how technology is used in instruction to engage students and enhance learning.</li> <li>• Assists in basic technology tasks, such as setting up or using digital tools for presentations or activities.</li> </ul>	<p><i>Meets all Developing-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Actively supports the integration of technology into lessons by using tools to engage students and facilitate collaboration or problem-solving under Clinical Educator direction.</li> <li>• Helps students interact with technology to access content, communicate ideas, or practice critical thinking.</li> </ul>	<p><i>Meets all Proficient-level skills and...</i></p> <ul style="list-style-type: none"> <li>• Independently integrates technology tools into instructional tasks to maximize student engagement and learning.</li> <li>• Guides students in using technology critically and responsibly for communication, problem-solving, and collaboration.</li> </ul>

<p><b>Element IVf. Interns assist in helping students work in teams and develop leadership qualities.</b></p> <ul style="list-style-type: none"> <li>• Observes how Clinical Educators facilitate teamwork, emphasizing cooperation, collaboration, and leadership development.</li> <li>• Assists in organizing or supporting small group activities that encourage students to define roles, build social connections, and improve communication.</li> <li>• Supports Clinical Educator-directed activities that promote interaction among students from diverse backgrounds and cultures.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes how Clinical Educators create and manage student learning teams.</li> <li>• Assists in basic team activities to support cooperation and collaboration.</li> </ul>	<p><b><i>Meets all Developing-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Actively supports student group activities by encouraging communication, role definition, and teamwork.</li> <li>• Helps implement strategies to foster collaboration and interaction among diverse student groups.</li> </ul>	<p><b><i>Meets all Proficient-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Independently facilitates small team activities that promote leadership development and strengthen social ties.</li> <li>• Guides students in reflecting on their roles, contributions, and skills for collaboration and leadership.</li> </ul>
<p><b>Element IVg. Interns practice communicating effectively.</b></p> <ul style="list-style-type: none"> <li>• Observes how Clinical Educators use clear communication techniques and adjust communication to meet diverse student needs, including addressing language barriers.</li> <li>• Assists in using basic strategies to communicate instructions, feedback, or encouragement effectively to students.</li> <li>• Supports Clinical Educator efforts to help students express their thoughts and ideas clearly during activities or discussions.</li> </ul>		<ul style="list-style-type: none"> <li>• Uses clear and simple language to give instructions and provide feedback to students.</li> <li>• Listens actively to understand student needs and responses.</li> </ul>	<p><b><i>Builds on Developing-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Adapts communication methods to address diverse needs, including using visuals or gestures to support understanding.</li> <li>• Encourages students to express their thoughts and ideas clearly through guided discussions or prompts.</li> </ul>	<p><b><i>Builds on Proficient-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Engages students in collaborative activities that enhance their communication skills and promote peer interaction.</li> <li>• Demonstrates skill in overcoming communication barriers, such as those related to language or cultural differences, to ensure all students understand and participate.</li> </ul>



<p><b>Element IVh. Interns use a variety of methods to assess what each student has learned.</b></p> <ul style="list-style-type: none"> <li>• Uses basic formative assessments, such as observations or check-ins, to monitor student understanding during lessons and adjusts instruction as needed.</li> <li>• Begins exploring how assessments provide evidence of student understanding and skills, with support from the Clinical Educator.</li> </ul>		<ul style="list-style-type: none"> <li>• Utilizes simple formative assessments (e.g., verbal questioning, exit tickets) to gauge student understanding during lessons.</li> <li>• Relies on clinical educator guidance to interpret and adjust instruction based on assessment results.</li> </ul>	<p><b><i>Builds on Developing-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Uses assessments (e.g., quizzes, projects) to evaluate student learning.</li> <li>• Begins providing feedback to students and reflects on assessment data to inform and improve future instruction.</li> </ul>	<p><b><i>Builds on Proficient-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Designs or selects a range of assessment methods that align with instructional goals and student needs.</li> <li>• Uses assessment data to demonstrate student progress and collaborates with the Clinical Educator to modify instruction or provide targeted support.</li> </ul>
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**NCPTS 5: Teachers Reflect on their Practice**

<p><b>Element Va. Interns analyze student learning.</b></p> <ul style="list-style-type: none"> <li>• Observes and reflects on student learning in the classroom, identifies patterns or challenges in student performance.</li> <li>• Collects basic student performance data (e.g., quizzes, assignments) with guidance from the Clinical Educator and discusses findings to understand what worked and what needs improvement.</li> <li>• Begins to use data to suggest potential adjustments to teaching practices, under the supervision of the Clinical Educator, to support student learning and progress.</li> </ul>		<ul style="list-style-type: none"> <li>• Observes and identifies patterns in student performance with guidance from the clinical educator.</li> <li>• Collects basic student data (e.g., assignments, quizzes) but needs support in analyzing or interpreting the data to draw meaningful conclusions.</li> </ul>	<p><b><i>Builds on Developing-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Regularly reflects on student learning and identifies basic patterns or trends.</li> <li>• Uses student data to contribute ideas about how to improve learning, participating in discussions about strategies for student success.</li> </ul>	<p><b><i>Builds on Proficient-level skills and...</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrates a deeper understanding of student learning patterns, consistently reflecting on and analyzing data to identify areas of improvement.</li> <li>• Takes initiative in offering well-considered suggestions based on data, contributing to classroom or school improvement efforts.</li> </ul>
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**Abbreviated Assessment of Professional Education Dispositions (AAPD)**

<b>II Professional Identity and Continuous Growth</b>  <b>The candidate demonstrates the ability to:</b>	<b>Not Observed (0)</b>	<b>Needs Improvement (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
1. Maintain positive attitudes in academic and professional settings. (InTASC 9.o) (Marzano 55, 56)		Interactions with peers, colleagues, or authority figures are at times negative, demeaning, biased, sarcastic, combative, disrespectful, or inappropriate; words or actions are insulting and show contempt for others.	Interactions with peers, colleagues, or authority figures are appropriate, respectful, responsive, and positive; words and actions are professional in nature.	Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions; listens to and shows authentic interest in the ideas and opinions of others.
2. Demonstrate professional appearance. (InTASC 9.o)		Appearance, attire and/or cleanliness are often inappropriate and do not meet district expectations.	Appearance, attire, and cleanliness are appropriate and meet district expectations.	Is a role model of professionalism through personal appearance, attire, and cleanliness; meets or exceeds district expectations.
3. Act on constructive feedback from others. (InTASC 10.t)	There was no opportunity in this setting to observe/evaluate this indicator.	Is not receptive to constructive comments and/or shows no signs of implementing recommended change.	Is receptive to constructive comments and implements changes.	Is receptive to constructive comments, implements changes, and actively seeks feedback from others.
4. Conduct self-assessments through reflection to overcome limitations and enhance strengths. (InTASC 9.1.m.n, 10.t) (Danielson 4.a) (Marzano 50-54)	There was no opportunity in this setting to observe/evaluate this indicator.	Shows no evidence of reflecting upon or revise ongoing professional practices, nor acknowledging limitations or strengths.	Shows evidence of reflection upon limitations and strengths to revise ongoing professional practices through personal interactions and/or through work products.	Shows evidence of reflection upon limitations and strength to revise ongoing professional practices through personal interactions and work products, and applies revised practices in the professional setting to create an ongoing and sustained continuous improvement cycle.
5. Demonstrate self- initiated learning. (InTASC 4.o) (Danielson 4e) (Marzano 5)	There was no opportunity in this setting to observe/evaluate this indicator.	Does not seek out or participate in educational opportunities that encourage further professional growth unless specifically directed to do so.	Seeks out and participates in educational opportunities that encourage further professional growth; is receptive to learning about new initiatives and experiences.	Seeks out, participates, and positively contributes to educational opportunities that encourage further professional growth; is actively engaged in learning about new initiatives and experiences and sharing them with others to enhance professional growth.

<p>6. Communicate <b>effectively</b> to ensure accurate and professional interactions. (InTASC 3.q) (Danielson 4.c) (Marzano 1)</p>		<p>Fails to communicate accurately; creates confusion or additional burdens on others; tone of communication is not professional or is informally inappropriate</p>	<p>Initiates accurate communications to avoid potential confusion; uses positive and professional tone in communications</p>	<p>Proactively and consistently initiates accurate communications to avoid potential confusion; follows up on communications to ensure all those involved are aware of future actions; uses positive and professional tone in communications.</p>
<p>7. Communicate <b>appropriately</b> by utilizing the established official hierarchy for interactions within the organization. (InTASC 3.q) (Danielson 4.c) (Marzano 1)</p>		<p>Enlists participation of inappropriate personnel to seek solutions on their behalf.</p>	<p>If unable to resolve problems independently, enlists the help of faculty or staff to identify the appropriate personnel to assist them; is aware of chain of command in working with others.</p>	<p>Seeks solutions independently and/or identifies the faculty or staff member who can assist; utilizes chain of command appropriately to communicate effectively.</p>
<p>8. Meets academic and professional obligations. (InTASC 9.o)</p>		<p>Is late for meetings OR may inconsistently meet deadlines over a defined period of time OR may be unprepared for class/professional tasks that they are responsible for.</p>	<p>Is generally on time for meetings and meets established deadlines; if work will be late, the candidate has proactively communicated ahead of time; preparation to complete class/professional tasks occurs in a timely fashion.</p>	<p>Is on time for meetings and meets or exceeds established deadlines by turning things in ahead of time. Regularly surpasses minimal criteria involved in any class/professional assignment; level of preparation is high.</p>

**Comments:**

**Goals for Improvement:**

After the midterm and final evaluation reviews, the Intern, Field Supervisor, and Clinical Educator(s) will collaboratively identify at least one specific, measurable goal for improvement. These goals will guide the remainder of the Internship I experience and support the transition into the Internship II experience.

Connection to Element or Disposition	Goal(s) with Details
1.	
2.	
3.	