

Intern Last Name
Observer's Name

Intern First Name

Date
Observer's Role

School/Grade
Level Subject/Topic

Construct 1. Learner and Learning. To ensure that each student learns new knowledge and skills, teachers* must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive

1.1 Learner Development: The teacher planned instruction based on learning and developmental levels of all students. **The evidence indicates that the teacher:**

| Ineffective | Developing | Effective | Highly Effective |
|--|--|--|---|
| did not or infrequently planned instruction that aligns with students' developmental levels and learning needs | planned instruction that partially aligns with students' developmental levels and learning needs | planned instruction that aligns with students' developmental levels and learning needs | consistently and effectively planned instruction that closely aligns with students' learning needs and developmental levels |
| relied on a single teaching approach and resource | incorporated some teaching approaches and resources | regularly used a variety of teaching approaches and resources | consistently and effectively used a variety of appropriate teaching approaches and resources |
| did not or infrequently provided adaptation of plans and instruction, and the adaptation that was provided was often not appropriate to the students' learning needs | provided some adaptation of plans and instruction that met some of the student's learning needs | adapted plans and instruction, when appropriate, to meet all students' learning needs. | consistently and effectively adapted plans and instruction, when appropriate, to meet all students' learning needs |

Comments/Feedback for Component 1.1: (When possible please cite evidence as outlined in the full detailed KEEP document)

1.2 Learner Differences: The teacher recognized and fostered individual differences to establish a positive classroom culture. **The evidence indicates that the teacher:**

| Ineffective | Developing | Effective | Highly Effective |
|--|--|--|--|
| did not or infrequently took steps to learn about students as individuals and as learners. | took partial steps to learn about students as individuals and as learners. | regularly took steps to learn about students as individuals and as learners. | consistently and effectively took steps to learn about students as individuals and as learners. |
| did not or infrequently incorporated knowledge of individual students to create a classroom culture of respect and rapport that meets the needs of all students. | began to use knowledge of individual students to create a positive culture that meets the needs of all students. | regularly incorporated knowledge of student diversity to create a positive culture of respect and rapport that meets the needs of most students. | consistently and effectively incorporated knowledge of student diversity to create a positive culture of respect and rapport that meets the needs of all students. |

Comments/Feedback for Component 1.2: (When possible please cite evidence as outlined in the full detailed KEEP document)

1.3 Learning Environment: The teacher established a classroom environment conducive to learning. **The evidence indicates that the teacher:**

| | | | |
|---|--|---|---|
| Did not or infrequently collaborated with students to promote student ownership of the learning. | Began to collaborate with students to promote student ownership of the learning. | Regularly collaborated with students to promote student ownership of the learning. | Consistently and effectively collaborated with students to promote student ownership of the learning. |
| did not or infrequently established a safe, respectful, and academically engaging environment for students. | began to establish a safe, respectful, and academically engaging environment for students. | regularly established a safe, respectful, and academically engaging environment for students. | consistently and effectively established a safe, respectful, and academically challenging environment for all students. |

Comments/Feedback for Component 1.3: (When possible please cite evidence as outlined in the full detailed KEEP document)

Construct 2. Content Knowledge. Teachers* must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings, and work with meaningful issues.

2.1 Content Knowledge: The teacher demonstrated a thorough knowledge of content. The evidence indicates that the teacher:

| Ineffective | Developing | Effective | Highly Effective |
|---|---|--|--|
| did not or infrequently displayed knowledge of the important content in the discipline and identification of possible student misconceptions. | Displayed limited knowledge of the important content in the discipline and identification of possible student misconceptions. | displayed knowledge of the important content in the discipline, used multiple representation and explanations, understood how these relate to each other, and identified student misconceptions. | displayed extensive knowledge of the important concepts in the discipline by consistently and effectively using multiple representations, explanations, and a wide variety of experiences and opportunities. |
| did not or infrequently used strategies to build understanding of content for all students. | began to use strategies to build understanding of content for all students. | regularly used strategies to build a deep understanding of content for all students. | consistently and effectively used strategies to build a deep understanding of content for all students. |

Comments/Feedback for Component 2.1: (When possible please cite evidence as outlined in the full detailed KEEP document)

2.2 Innovative Applications of Content Knowledge: The teacher provided a variety of innovative applications of knowledge. The evidence indicates that the teacher:

| Ineffective | Developing | Effective | Highly Effective |
|--|--|--|---|
| did not or infrequently used problem solving, critical thinking skills, and technology to explore and deliver content. | used limited problem solving, critical thinking skills, and technology to explore and deliver content. | regularly used problem solving, critical thinking skills, and technology to explore and deliver content. | consistently and effectively used problem solving, critical thinking skills, and technology to explore and deliver content. |
| did not or infrequently provided opportunities to students for real world application of content. | provided limited opportunities to students for real world application of content. | regularly provided opportunities to students for real world application of content. | consistently and effectively provided opportunities to students for real world application of content. |
| did not or infrequently collaborated with colleagues to provide purposeful cross-curricular learning opportunities | began to collaborate with colleagues to provide purposeful cross-curricular learning opportunities | regularly collaborated with colleagues to provide purposeful cross-curricular learning opportunities | consistently and effectively collaborated with colleagues to provide purposeful cross-curricular learning opportunities |

Comments/Feedback for Component 2.2: (When possible please cite evidence as outlined in the full detailed KEEP document)

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Construct 3. Instructional Practice. Effective instructional practice requires that teachers* understand and integrate planning, instructional strategies, and assessment in coordinated and engaging ways.

3.1 Planning for Instruction: The teacher used methods and techniques that are effective in meeting student needs. **The evidence indicates that the teacher:**

| Ineffective | Developing | Effective | Highly Effective |
|--|---|---|--|
| did not or infrequently planned activities that connect with district, state, and/or national standards to meet the needs of students. | planned activities that partially connect with district, state and/or national standards to meet the needs of students. | regularly planned rigorous and challenging activities using objectives that align with district, state and/or national standards to meet the needs of all students. | consistently and effectively planned rigorous and challenging activities using objectives that align with district, state and/or national standards to meet the needs of all students. |

Comments/Feedback for Component 3.1: (When possible please cite evidence as outlined in the full detailed KEEP document)

3.2 Assessment: The teacher used varied assessments to measure learner progress. **The evidence indicates that the teacher:**

| Ineffective | Developing | Effective | Highly Effective |
|--|--|---|---|
| did not or infrequently provided basic opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments. | provided limited opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments. | regularly provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments . | consistently and effectively provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments. |
| did not or infrequently used student data to inform future instruction. | began to use student data to inform future instruction. | regularly used student data to inform future instruction. | consistently and effectively used student data to inform future instruction. |
| did not or infrequently provided feedback to students. | provided some feedback to encourage students. | regularly provided timely feedback to encourage students to take responsibility for their own learning. | consistently and effectively provided timely feedback to encourage students to take responsibility for their own learning. |

Comments/Feedback for Component 3.2: (When possible please cite evidence as outlined in the full detailed KEEP document)

3.3 Instructional Strategies: The teacher delivered comprehensive instruction for students. **The evidence indicates that the teacher:**

| Ineffective | Developing | Effective | Highly Effective |
|--|---|---|--|
| did not or infrequently used strategies and available technologies to engage students in the learning process. | used some strategies and available technology to engage and challenge students. | regularly used a variety of strategies including available technology to engage and challenge students in a variety of learning situations. | consistently and effectively used a variety of strategies including available technology to engage and challenge students in a variety of learning situations. |
| did not or infrequently used strategies for differentiating instruction. | incorporated limited strategies to differentiate instruction. | regularly used strategies to differentiate and scaffold information so it is accessible to all students. | consistently and effectively incorporated strategies to differentiate and scaffold information so it is accessible to all students. |
| did not or infrequently engaged students in the learning process. | began to engage students in higher order thinking skills. | regularly engaged students in higher order thinking skills. | consistently and effectively engaged students in higher order thinking skills. |

Comments/Feedback for Component 3.3: (When possible please cite evidence as outlined in the full detailed KEEP document)

Construct 4. Professional Responsibility. Creating and supporting learning environments that result in students achieving at the highest levels is a teacher’s primary responsibility. To do this well, teachers* must engage in professional self-renewal, which means they regularly examine their own and each other’s practice through self- reflection and collaboration, providing collegial support and feedback that assures a continuous cycle of self-improvement.

4.1 Reflection and Continuous Growth. The teacher engaged in reflection and continuous growth. The evidence indicates that the teacher:

| Ineffective | Developing | Effective | Highly Effective |
|---|--|---|---|
| did not or infrequently participated in professional development. | began to participate in ongoing professional development relevant to student learning. | engaged in ongoing, purposeful professional development relevant to student learning. | consistently and effectively engaged in ongoing, purposeful professional development relevant to student learning. |
| did not or infrequently reflected on his/her practices. | began to reflect on practices and is aware of opportunities for improvement. | regularly reflected on his/her practice and seeks opportunities for improvement. | consistently and effectively reflected on his/her practice and actively seeks opportunities for improvement. |
| did not or infrequently analyzed and reflected on student data to guide planning. | began to analyze and reflect on student data to guide planning and instruction. | regularly analyzed and reflects on student data to guide planning, instruction, and student growth. | consistently and effectively analyzed and reflected on student data to guide planning, instruction, and student growth. |

Comments/Feedback for Component 4.1: (When possible please cite evidence as outlined in the full detailed KEEP document)

4.2 Collaboration and Leadership: The teacher participated in collaboration and leadership opportunities. The evidence indicates that the teacher:

| Ineffective | Developing | Effective | Highly Effective |
|--|---|--|--|
| did not or infrequently communicated with colleagues about school issues. | began to meet with and discusses school issues with colleagues and other stakeholders | regularly collaborated with colleagues and stakeholders in leadership, school, and professional activities using multiple communications | consistently and effectively collaborated with multiple stakeholders in school and professional activities using a variety of methods of communication |
| did not or infrequently demonstrated leadership skills by initiating, advocating, and/or leading activities. | began to demonstrate some leadership skills by initiating, advocating, or leading activities. | regularly demonstrated leadership skills by initiating, advocating, and/or leading activities to improve and support student learning. | consistently and effectively demonstrated leadership skills by initiating, advocating, and/or leading activities to improve and support student learning |

Comments/Feedback for Component 4.2: (When possible please cite evidence as outlined in the full detailed KEEP document)

Overall Rating

Ineffective

Developing

Effective

Highly Effective

* WSU Teaching Intern