

**The George Washington University  
School of Education and Human Development  
Office of Laboratory Experiences  
2134 G. Street, NW  
Washington, D.C. 20052**

**Final Progress Report--Secondary Intern**

**Student Intern**                      **S.S.#**

**Cooperating Teacher:**

**University Supervisor:**

**School System:**

**School:**

**Level (please check one) \_\_Middle/Inter./Jr. High\_\_Senior High Grade(s)**

**Major (teaching Field)**

**Internship subjects(s):**

**Beginning of Student Teaching:**

**Ending Date:**

**Information on this form should be completed jointly. Submit only one copy to OLE**

**This form completed by: X Cooperating Teacher X University Supervisor X Intern**

**Date:**

## **A. Organizing Content Knowledge for Student Learning**

\_\_\_\_\_ **A1: becoming familiar with relevant aspects of students' background knowledge and experiences**

- 3 The intern demonstrates a comprehensive understanding of why it is important to become familiar with students' background experiences, describes several procedures used to obtain this information, and demonstrates a clear understanding of students' background knowledge and experiences.
- 2 The intern demonstrates some understanding of why it is important to become familiar with students' background experiences, describes one procedure used to obtain this information, and has some familiarity with the background knowledge and experiences of students in the class.
- 1 The intern demonstrates a lack of understanding of why it is important to become familiar with students' background experiences, does not know how to find this information, and lacks familiarity with students' background experiences.

Comments:

\_\_\_\_\_ **A2: articulating clear learning goals for the lesson that are appropriate to the students**

- 3 The intern articulates clear learning goals and provides a well-thought-out explanation of why they are appropriate for the students OR the intern articulates clear learning goals that are appropriate to the students and are differentiated for groups or individual students in the class.
- 2 The intern articulates clear learning goals that are appropriate for the students.
- 1 The intern does not articulate clear learning goals OR has chosen goals that are inappropriate for the students.

Comments:

\_\_\_\_\_ **A3: demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future**

- 3 The intern accurately explains how the content of this lesson relates to the content of previous or future lessons and how it fits within the structure of the discipline.
- 2 The intern accurately explains how the content of this lesson relates to the content of previous or future lessons.
- 1

Comments:

\_\_\_\_\_ **A4: creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson**

- 3 The intern chooses methods, activities, and materials that are aligned with the goals of the lesson, that are appropriate to the students in general and that allow a differentiated learning experience for individuals or groups of students OR the teacher provides a sound explanation of why the single teaching method or learning activity in the lesson is appropriate for all students.
- 2 The intern chooses methods, activities, and materials that are aligned with the goals of the lesson and that are appropriate to the students in general.
- 1 The intern chooses methods, activities, or materials that are unrelated to the goals of the lesson OR the methods, activities, or materials are clearly not appropriate to the students.

Comments:

\_\_\_\_\_ **A5: creating or selecting evaluation strategies that are appropriate for the students that are aligned with the goals of the lesson**

- 3 The intern has a plan for systematically evaluating student learning that is aligned with the goals of the lesson and appropriate to the students and can describe how he or she will use the results of the evaluation in planning future instruction.
- 2 The intern has a plan for systematically evaluating student learning that is aligned with the goals of the lesson and appropriate to the students.
- 1 The intern has not provided for systematically evaluating student learning OR the evaluation planned is clearly inappropriate either to the goals of the lesson or to the students.

Comments:

## **B. Creating an Environment for Student Learning**

\_\_\_\_\_ **B1: creating a climate that promotes fairness**

- 3 The intern is fair in the treatment of students and actively encourages fairness among students.
- 2 The intern is fair in the treatment of students and does not accept obviously unfair behavior among students.

- 1 The intern is unfair in the treatment of students and/or tolerates obviously unfair behavior among students.

Comments:

\_\_\_\_\_ **B2: establishing and maintaining rapport with students**

- 3 The intern successfully establishes rapport in ways that are appropriate to students' diverse backgrounds and needs.
- 2 The intern establishes a basic level of rapport with the students.
- 1 The intern does not attempt to establish rapport with students OR the intern's attempts are inappropriate.

Comments:

\_\_\_\_\_ **B3: communicating challenging learning expectations to each student**

- 3 The intern actively encourages students to meet challenging learning expectations.
- 2 The intern does nothing to communicate to any student that he or she is incapable of meeting learning expectations.
- 1 The intern communicates explicitly or implicitly to individuals, to groups within the class, or to the class as a whole that they are incapable of learning or that the intern's expectations for their learning are very low.

Comments:

\_\_\_\_\_ **B4: establishing and maintaining consistent standards of classroom behavior**

- 3 The intern responds to minor misbehavior consistently and with reasonable success, in ways that demonstrate respect for students OR student behavior during the lesson is consistently appropriate.
- 2 The intern makes appropriate attempts to respond to disruptive behavior in ways that demonstrate respect for the students OR there is no disruptive behavior during the lesson.
- 1 The intern makes no attempt to respond to disruptive behavior OR the teacher's response to disruptive behavior does not demonstrate respect for the students.

Comments:

\_\_\_\_\_ **B5: making the physical and emotional environment as safe and conducive to learning as possible**

- 3 The intern uses the physical environment as a resource to facilitate learning. Provisions are made to accommodate all students, including those with special needs. If the intern does not control the physical environment, he or she effectively adjusts the activities to the existing physical environment.
- 2 The intern creates a physical environment that is safe and does not interfere with learning.
- 1 The intern allows the physical environment to be unsafe OR allows it to interfere with learning.

Comments:

### **C. Teaching for Student Learning**

\_\_\_\_\_ **C1: making learning goals and instructional procedures clear to students**

- 3 The students seem to understand the learning goals fully. The intern ensures that all students, including those who may initially have trouble, understand and can carry out the instructional procedures for the lesson.
- 2 The students receive accurate information about the learning goals. The intern provides the students with clear, accurate information about the instructional procedures for the lesson, and most of the students seem to understand.
- 1 The intern provides the students with no information, confusing information, or inaccurate information about the learning goals or the instructional procedures for the lesson.

Comments:

\_\_\_\_\_ **C2: making content comprehensible to students**

- 3 The content is accurate and appears to be comprehensible to the students. The lesson as a whole has a logical and coherent structure.
- 2 The content is accurate and appears to be comprehensible to the students.
- 1 The content appears to be incomprehensible to the students OR the lesson contains substantive inaccuracies.

Comments:

\_\_\_\_\_ **C3: Encouraging students to extend their thinking**

- 3 The intern uses activities or strategies that are specifically designed to actively encourage students to think independently, creatively, or critically about the content being taught.
- 2 The intern encourages students to think independently, creatively, or critically in the context of the content being studied.
- 1 The intern discourages students from thinking independently, creatively, or critically.

Comments:

\_\_\_\_\_ **C4: monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands**

- 3 The intern monitors individual students' or groups of students' understanding of the content and makes appropriate instructional adjustments if necessary. If appropriate, students receive substantive and specific feedback.
- 2 The intern monitors the students' understanding of the content. The students receive feedback as necessary.
- 1 The intern makes no attempt to determine whether students are understanding and gives them no feedback.

Comments:

\_\_\_\_\_ **C5: using instructional time effectively**

- 3 The intern provides students with activities of instructional value for the entire instructional time and paces them appropriately. Any necessary noninstructional procedures are performed efficiently.
- 2 The pacing of the lesson is appropriate for most of the students. Noninstructional procedural matters do not occupy an excessive amount of time.
- 1 Substantial amounts of instructional time are spent on activities of little instructional value OR the pacing of the lesson is inappropriate to the content and/or the students.

Comments:

## **D. Teacher Professionalism**

\_\_\_\_\_ **D1: reflecting on the extent to which the learning goals were met**

- 3 The intern accurately describes the strengths and weaknesses of the lesson in relation to the learning goals, supports his or her judgements with specific evidence from the lesson and describes how he or she could use the experience from this lesson in future instruction.
- 2 The intern accurately describes the strengths and weaknesses of the lesson in relation to the learning goals and describes in general terms how he or she could use the experience from this lesson in future instruction.
- 1 The intern cannot accurately identify strengths and weaknesses of the lesson in relation to the learning goals.

Comments:

\_\_\_\_\_ **D2: demonstrating a sense of efficacy**

- 3 The intern suggests specific, practical actions that he or she intends to take to help specific students who are not meeting the learning goals.
- 2 The intern attempts to find ways to help specific students who are not meeting the learning goals, but cannot suggest any specific, practical actions that he or she has not already tried.
- 1 The intern makes no attempt to find ways to help students who are not meeting the learning goals.

Comments:

\_\_\_\_\_ **D3: building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students**

- 3 The intern demonstrates knowledge of resources and collaborates with colleagues outside of his or her own classroom to coordinate learning activities or to address other concerns related to teaching.
- 2 The intern demonstrates knowledge of resources and attempts to consult with colleagues when necessary on matters related to learning and instruction.
- 1 The intern demonstrates no knowledge of resources available through colleagues in the school or district.

Comments:

\_\_\_\_\_ **D4: communicating with parents or guardians about student learning.**

- 3 The intern demonstrates knowledge of forms of communication that she or he can or has used to communicate with parents or guardians of students for various purposes and describes situations in which she or he has communicated or would communicate with parents or guardians regarding specific students.
- 2 The intern demonstrates knowledge of forms of communication that she or he can use to communicate with parents or guardians of students for various purposes.
- 1 The intern demonstrates no knowledge of forms of communication that she or he can use to communicate with parents or guardians OR makes no attempt to communicate, even when it is clearly necessary to do so.

Comments:

**Intern's Signature** \_\_\_\_\_ **Date:**

**Cooperating Teacher's Signature:** \_\_\_\_\_ **Date:**

**University Supervisor's Signature:** \_\_\_\_\_ **Date:**