Special Education
Assessment of Intern Progress: AOP
Transition from Intern to Teacher

Intern: __________________________ Date: __________________________

Fall Evaluator: _________________ Title: MT/Fl: __________________ School: _________________

Spring Evaluator: _______________ Title: MT/Fl: __________________ School: _________________

The transition from intern to teacher is a continuous process during the internship placement. The purpose of this assessment is to serve as a benchmark or guide in this transition. It is understood that not all objectives will be achieved at the mastery level at the end of the internship. It is the intention that this assessment will act as a guide to demonstrate growth over time of the intern during the internship.

Each intern is assessed based upon the eight standards which guide the Teacher Preparation Program. Under each standard is an explanation of the standard. Intern, Mentor Teacher and Field Instructors should indicate the current status of the intern in relation to the standard. Please indicate the level at which you believe the intern has achieved at the time of your rating.

*B Beginning (B): The performance included some of the major elements of good teaching. The intern’s enactment of those elements vaguely resembles descriptions in the literature and lore. Some students participated in their part of the performance. [This is where we normally start when we undertake to learn to teach.]

*Expanding (Exp): The performance included a majority of the major elements of good teaching. The intern integrated some of those elements. The intern’s enactment of those elements generally resembled descriptions in the literature and lore. Some or many of the students responded as intended, and the intern noticed how they responded. [Compared to “beginning”, “expanding” is distinct progress.]

*Refining (R): The performance included most major elements of good teaching. The intern connected many of these elements in a coherent performance. The intern’s enactment of those elements largely resembled descriptions in the literature and lore. Many students responded in the intended way, and the intern often noticed and adapted to their responses.

*Extending (Ext): (and rare) The performance included all major elements of good teaching, which were well integrated and sharply executed. Students and teacher interacted responsively, working together. “Ext” Extending is the performance that probationary teachers would aim to achieve consistently by the end of their third year of teaching. This code can be used by field instructors and mentor teachers to notify interns when they do something unusually well.

NOTE differences between the different ratings during the semester:
"B"-Beginning is good enough in the first lead teaching period, but not good enough at the end of each semester.
“Exp”-Expanding should become visible in the first lead teaching period and increase through the middle of the semester.
“R”- Refining should become visible in the last phase of leading teaching and the intern should aim to achieve this performance consistently by the end of the semester. This will make interns “well-started novices”, who can begin full-time teaching and continue learning to teach increasingly well.

*Not Observed or No opportunity to show progress (N/A)

*If a standard is not being adequately met, goal(s) should be developed to help insure that the standard will be met. The goal(s) should include a plan that specifies the cooperation of the Intern, Mentor Teacher, and Field Instructor which would assure adequate support for the intern to achieve the defined standard.
Midterm Assessment of Progress Evaluation Form

Question 1 (Q1)
Intern’s Name:
First Name:
Last Name:
MSU Email:

Question 2 (Q2)
Mentor Teacher’s Name:
First Name:
Last Name:
MT Email:

Question 3 (Q3)
Field Instructor’s Name:
First Name:
Last Name:
MSU Email:

Question 4 (Q4)
Indicate the Assessment:
- Fall Mid-Semester
- Fall End-Semester
- Spring Mid-Semester
- Spring End-Semester

Question 5 (Q5) Assessment of Intern Progress form completed by:
- Intern
- Mentor Teacher
- Field Instructor

Question 6 (Q6) If Assessment of Intern Progress form is completed by: Field Instructor Is Selected (FI’s Only)
Is this the Consensus Form?
- Yes
- No

Question 7 (Q7) Enter the conference date for this Assessment of Intern Progress form: (mm/dd/yyyy)

Question 8 (Q8)
For the following teaching standards, determine the intern’s current progress toward meeting the standard of using the following scale:
Beginning: Intern is just beginning to have experience with this standard.
Expanding: Intern is actively working on this standard and is showing progress.
Refining: Intern has met the standard at the level of a first-year teacher in this teaching context and is now working to refine his/her practice.
Extending: Intern excels on this standard and is now working to extend his/her capacities in this area.
No opportunity to show progress (N/A)
Question 9 - InTASC Standards 1, 2, and 3: The Learner and Learning

Standard 3: WORKS WITH STUDENTS AS INDIVIDUALS

Standard 4: ORGANIZES and MANAGES A CLASS AS AN ENVIRONMENT FOR LEARNING

Standard 5: USES AN EQUIPPED CLASSROOM

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Expanding</th>
<th>Refining</th>
<th>Extending</th>
<th>No opportunity to show progress (NA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Intern adapts the curriculum to elicit and connect to students' experiences, interests, strengths, and needs.</td>
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<td>2.2 Intern adjusts instruction to build on students' experiences, interests, strengths, and needs.</td>
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<td>2.3 Intern holds high expectations for all students and shows visible care about their well-being, learning, and achievement.</td>
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<td>2.4 Intern implements strategies to provide access to instruction for linguistically diverse groups of students.</td>
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<td>3.1 Intern uses a variety of participation structures to actively and equitably engage students in meaningful learning.</td>
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<td>3.2 Intern implements classroom routines to maintain a safe, positive learning environment.</td>
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<td>3.3 Intern responds thoughtfully and consistently to student inattention and misbehavior.</td>
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<td>3.4 Intern employs technology to enhance learning environments and actively seeks ways to get all students to work with available technology and other resources to reach learning goals.</td>
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<td>3.5 Intern teaches students to use technology wisely and ethically.</td>
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Comments and Focus Areas on InTASC 1,2, and 3 Standards:
Question 10- InTASC 4 and 5: Content Knowledge

<table>
<thead>
<tr>
<th>Standard 1: ACTS AS AN EDUCATED PERSON</th>
<th>Standard 2: TEACHES ELEMENTARY SUBJECT MATTERS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>beginning</td>
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<tr>
<td>4.1 Intern researches and validly present, represents, and models the subject matter(s) to students.</td>
<td>○</td>
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<tr>
<td>4.2 Intern creates opportunities for students to learn and understand relevant academic language.</td>
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<tr>
<td>5.1 Intern engages students in activities that connect subject matter to the world beyond school, including through the use of authentic contexts and authentic audiences for academic work.</td>
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<tr>
<td>5.2 Intern facilitates students in developing and understanding multiple perspectives on local and global issues.</td>
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</tbody>
</table>

Comments and Focus Areas on InTASC 4 and 5 Standards:
### Question 11 - InTASC 6, 7, and 8: Instructional Practice

#### Standard 2: TEACHES ELEMENTARY SUBJECT MATTERS

#### Standard 3: WORKS WITH STUDENTS AS INDIVIDUALS

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<tr>
<td>6.1 Intern uses assessments that are aligned with lesson objectives and goals.</td>
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<td>6.2 Intern uses data from multiple formative and summative assessments to document learning and adjust plans and instruction.</td>
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<td>6.3 Intern provides opportunities for students to demonstrate learning and understanding in a variety of ways.</td>
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<td>7.1 Intern demonstrates appropriate and coherent sequencing of learning experiences.</td>
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<tr>
<td>8.1 Intern teaches for understanding by creating a learning environment that promotes critical and higher order thinking skills and fosters the acquisition of knowledge through conversations with the teacher and/or peers about subject matter.</td>
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<td>8.2 Intern promotes inquiry and the use of current information and other resources to help students become independent learners and problem solvers.</td>
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</tbody>
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**Comments and Focus Areas on InTASC 6, 7, and 8 Standards:**
Question 12- InTASC 9 and 10: Professional Responsibility
Standard 6: JOINS A FACULTY AND A SCHOOL
Standard 7: ENGAGES FAMILIES AND COMMUNITY
Standard 8: TEACHES DELIBERATELY AND LEARNS FROM EXPERIENCE

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<tr>
<td>9.1 Intern participates in school assessment, evaluation, and grading processes.</td>
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<tr>
<td>9.2 Intern participates in formal and informal professional learning for and by teachers.</td>
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<td>9.3 Intern understands, accepts, and meets a teacher's legal and ethical responsibilities.</td>
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<tr>
<td>9.4 Intern deliberately uses assessments and feedback to improve his/her performance.</td>
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<tr>
<td>10.1 Intern works with families to support students' activity and learning, including eliciting information from families about students' strengths and experiences.</td>
<td>○</td>
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</tbody>
</table>

Comments and Focus Areas on InTASC 9 and 10 Standards:
*The next 3 Consensus Form Questions are for Field Instructors Only!!

*Answer If- “Is this the Consensus form?” Yes Is Selected

Question 43- Is the Intern making progress towards the achievement of the MSU Teacher Preparation Program Standards?
- Yes
- No

*Answer If- “Is the Intern making progress towards the achievement of the MSU Teacher Preparation Program Standards?” No Is Selected

Question 44- Enter the intern's professional growth plan here:

*Answer If- “Is this the Consensus form?” Yes Is Selected

Question 33
- Pass
- Pass with concern(s)
- No Pass

*For Interns, Mentor Teachers, Field Instructors
Question 34- Enter any additional comments or notes here:

Question 35- WARNING - Once you click the "Submit" button below, your responses will be submitted. You will not be able to return to this form's submission without contacting the Teacher Preparation Program at tchrprep@msu.edu or 517-355-1741.
If you are not ready to submit this form then do not click the "Submit" button.
(This question will apply to the electronic Assessment of Intern Progress Form Only)