

**UAS Secondary English Teacher Intern and Portfolio Evaluation**  
**Part 2 of the Teacher Intern and Portfolio Evaluation**

Evidence Assessed as part of the Intern Evaluation Form

Intern: \_\_\_\_\_ Subject: English  
 Host teacher: \_\_\_\_\_ Grades taught: \_\_\_\_\_  
 University supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

In addition to the student goals and performances expected in all programs, English educators are expected to have experience in and be able to apply the skills, knowledge and dispositions necessary to attain the following goals. Please include a brief accounting of your experience for each of these in narrative form as well as using the descriptors from the Intern Evaluation Form (IEF) used in part one.

|  |                                  |              |
|--|----------------------------------|--------------|
| <p>2.1 demonstrate a respect for the worth<br/>         Exceeds<br/>         and contributions of all learners; .<br/>         6<br/>         Reference IEF Goal 3,6, TWS,<br/>         Portfolio Unit Plans, and other evidence specifically related to this Goal</p>           | <p>IP<br/>         1 2 3 4 5</p> | <p>Meets</p> |
| <p>2.2 use the English language arts to help students<br/>         Exceeds<br/>         become familiar with their own and others'<br/>         cultures; Reference IEF Goal 3, TWS,<br/>         Portfolio Unit Plans, and other evidence specifically related to this Goal</p> | <p>IP</p>                        | <p>Meets</p> |
| <p> </p>   | <p> </p>                         | <p> </p>     |

|  |   |     |       |
|--|---|-----|-------|
| 2.3 engage in reflective practice and pursue<br>Exceeds  |   | IP  | Meets |
| continued professional growth and<br>collaboration with colleagues;  | 1 | 2 3 | 4 5 6 |
| Reference IEF Goal 1,8, and other evidence specifically related to this Goal   |   |     |       |
| 2.4 help students develop lifelong habits of<br>Exceeds  |   | IP  | Meets |
| critical thinking and judgment;<br>6   | 1 | 2 3 | 4 5   |
| . Reference IEF Goal 2,3,4,5, TWS,<br>Portfolio Unit Plans, Portfolio Samples of Student Work, and other evidence<br>specifically related to this Goal |   |     |       |
| 2.5 take informed stands on issues of<br>Exceeds   |   | IP  | Meets |

|   |    |       |   |   |   |   |   |
|---|----|-------|---|---|---|---|---|
| <p>professional concern; .<br/>6<br/>Reference IEF Goal 4,8, and other<br/>evidence specifically related to this Goal</p>   | 1  | 2     | 3 | 4 | 5 |   |   |
| <p>2.6 recognize the impact that culture,<br/>Exceeds<br/>societal events and issues have on teachers,<br/>6<br/>students, the English language arts curriculum,<br/>and education in general; . Reference IEF Goal 4,7,8, and other evidence<br/>specifically related to this Goal</p> | IP | Meets | 1 | 2 | 3 | 4 | 5 |
| <p>2.7 promote the arts and humanities in the<br/>Exceeds<br/>daily lives of students. .</p>  | IP | Meets | 1 | 2 | 3 | 4 | 5 |

6

Reference IEF Goal 3,4,7, TWS,  
Portfolio Unit Plans, Portfolio Samples of  
Student Work, and other evidence specifically related to this Goal

4.1 examine, evaluate, and select resources, such as textbooks, other print materials, video, film, recordings, and software which support the teaching of English language arts; .  
Exceeds

IP

Meets

as textbooks, other print materials, video, film, recordings, and software which support the teaching of English language arts; .

1

2

3

4

5

6

Recordings, and software which support the teaching of English language arts; .

Reference IEF Goal 4,9, TWS, Portfolio Unit Plans,

Portfolio Samples of Student Work, and other evidence specifically related to this Goal

4.2 design instruction to meet the needs of all  
Exceeds

IP

Meets

|  |   |    |   |       |   |
|--|---|----|---|-------|---|
| <p>students and provide for students' continuous<br/>6<br/>progress and success; .<br/>Reference IEF Goal 2,3,5,6, TWS,<br/>Portfolio Unit Plans, Portfolio Samples of Student Work,<br/>and other evidence specifically related to this Goal</p>  | 1 | 2  | 3 | 4     | 5 |
| <p>4.3 organize classroom environments and learning<br/>Exceeds<br/>experiences that promote effective whole class,<br/>6<br/>small group, and individual work; .<br/>Reference IEF Goal 3,4,5,6, TWS,<br/>Portfolio Unit Plans, Sample Assessments,<br/>Portfolio Samples of Student Work, and other evidence specifically related to this<br/>Goal</p> | 1 | 2  | 3 | 4     | 5 |
| <p>4.4 develop interdisciplinary teaching strategies<br/>Exceeds</p>   |   | IP |   | Meets |   |

|  |   |    |   |       |   |
|--|---|----|---|-------|---|
| <p>and materials; .<br/>6<br/>Reference IEF Goal 3,4,6, TWS,<br/>Portfolio Unit Plans, Sample Assessments,<br/>Portfolio Samples of Student Work, and other evidence specifically related to this<br/>Goal</p>   | 1 | 2  | 3 | 4     | 5 |
| <p>4.5 create learning environments which promote<br/>Exceeds<br/>respect for and support of individual<br/>6<br/>differences of ethnicity, race, language,<br/>culture, gender, and ability;<br/>. Reference IEF Goal 2.3, TWS, Portfolio Unit Plans, Sample Assessments,<br/>Portfolio Samples of Student Work, and other evidence specifically related to<br/>this Goal</p> | 1 | 2  | 3 | 4     | 5 |
| <p>4.6 incorporate technology and print/ non-print</p>   |   | IP |   | Meets |   |

|  |   |    |   |       |   |
|--|---|----|---|-------|---|
| <p>Exceeds<br/> media into instruction; .<br/> 6<br/> Reference IEF Goal 9, TWS, Portfolio Unit Plans,<br/> Portfolio Samples of Student Work,<br/> and other evidence specifically related to this Goal</p>   | 1 | 2  | 3 | 4     | 5 |
| <p>4.7 engage students in discussion for the<br/> Exceeds<br/> purposes of interpreting and evaluating ideas<br/> 6<br/> presented through oral, written, or visual forms; .<br/> Reference IEF Goal 2,3,6, TWS, Portfolio Unit Plans,<br/> Sample Assessments, Portfolio Samples of Student Work, and other evidence<br/> specifically related to this Goal</p> | 1 | 2  | 3 | 4     | 5 |
| <p>4.8 encourage students to respond critically<br/> Exceeds</p>   |   | IP |   | Meets |   |

|  |    |       |   |   |   |
|--|----|-------|---|---|---|
| <p>to different media and communications<br/>6<br/>technologies; Reference IEF Goal 3,4,5,6,<br/>TWS, Portfolio Unit Plans, Sample Assessments,<br/>Portfolio Samples of Student Work, and other evidence specifically related to this<br/>Goal</p>  | 1  | 2     | 3 | 4 | 5 |
| <p>4.9 use instruction that promotes<br/>Exceeds<br/>understanding of varied uses and<br/>6<br/>purposes for language in communication;<br/>Reference IEF Goal 3,4,5,6, TWS, Portfolio Unit Plans,<br/>Sample Assessments, Portfolio Samples of Student Work, and other evidence<br/>specifically related to this Goal</p> | IP | Meets |   |   |   |
| <p>4.10 engage students in making meaning<br/>Exceeds</p>  | IP | Meets |   |   |   |



|   |    |   |       |   |   |
|---|----|---|-------|---|---|
| <p>of texts through personal response; .<br/>6<br/>Reference IEF Goal 3,4,5,6, TWS,<br/>Portfolio Unit Plans, Sample Assessments,<br/>Portfolio Samples of Student Work, and other evidence specifically related to this<br/>Goal</p>   | 1  | 2 | 3     | 4 | 5 |
| <p>4.11 provide students with appropriate<br/>Exceeds<br/>reading strategies that permit access to<br/>6<br/>and understanding of a wide range<br/>of print and non-print texts; .<br/>Reference IEF Goal 3.4.5.6, TWS, Portfolio Unit Plans, Sample Assessments,<br/>Portfolio Samples of Student Work, and other evidence specifically related to<br/>this Goal</p> | IP |   | Meets |   |   |
| <p>4.12 use assessment as an integral</p>   | IP |   | Meets |   |   |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| Exceeds   |   |   |   |   |   |
| part of instruction and learning. .   | 1 | 2 | 3 | 4 | 5 |
| 6   |   |   |   |   |   |
| Reference IEF Goal 3,5, TWS,<br>Portfolio Unit Plans, Sample Assessments,<br>Portfolio Samples of Student Work, and other evidence specifically related to this<br>Goal |   |   |   |   |   |

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|--|---|----|---|-------|---|
| 5.2.1 respond to systematic evaluation   |   | IP |   | Meets |   |
| Exceeds  |   |    |   |       |   |
| in order to meet expectations and  | 1 | 2  | 3 | 4     | 5 |
| 6  |   |    |   |       |   |
| responsibilities for the student-teaching experience; .<br>Reference Profssional Dipositions Form,<br>letters of recommendation and other evidence specifically related to this Goal |   |    |   |       |   |

|  |           |                |
|--|-----------|----------------|
| <p>5.2.2 participate in professional organizations, Exceeds conferences, and inservice workshops to continue professional growth; . Reference IEF Goal 4,8, and other evidence specifically related to this Goal</p> | <p>IP</p> | <p>Meets</p>   |
| <p>6</p>   | <p>1</p>  | <p>2 3 4 5</p> |

|   |           |                |
|---|-----------|----------------|
| <p>5.2.3 submit a student-teaching portfolio that Exceeds provides documentation of reflective practices and teaching/learning processes. . Good Idea</p> | <p>IP</p> | <p>Meets</p>   |
| <p>6</p>  | <p>1</p>  | <p>2 3 4 5</p> |