

Appendix D

MAE Intern Self-Assessment Form

(To be completed after 8 weeks and again 2 to 3 weeks before the end of the internship.)

Note: The intern should discuss this entire form with his/her University supervisor. One copy of the final self-assessment form should be turned in to the Field Experience Office at the end of the internship. This is the intern's responsibility. The intern, mentor teacher and the University supervisor must sign this form.

Name: _____ Date: _____

Classroom Performance and Attitudes

	Very often	Often	Occasionally	Rarely	Never
1. I demonstrate effort, enthusiasm, and a positive attitude toward my internship. -describe feelings of satisfaction in my job -recognize that it is my choice to participate in the program -work toward developing a good working relationship with my University supervisor and mentor teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am empathetic toward students. -think from students' viewpoints -work to express ideas and feelings indicating that I prize each student as a person -express myself in a manner appropriate to students' development levels -recognize underlying feelings in students' messages -reach out to interact with students as people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I act in a mature manner when feeling strong emotions. -avoid sarcasm, nagging -remain poised in emergencies -express myself appropriately when frustrated, angry, or faced with persistently difficult situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I have an accurate perception of classroom happenings. -understand viewpoints of professional observers regarding behaviors occurring in the classroom -use all of my senses to monitor my own classroom performance -revise my behavior (performance) based on knowledge gained via reflection on experience and feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I accept and implement suggestions. -use advice and assistance from my mentor teacher, seminar peers, and supervisor to improve my teaching -am willing to evaluate my teaching in an objective manner -seek advice when in doubt -recognize and work to eliminate defensiveness when suggestions for my improvement are given -do not allow defensiveness or negative feelings to interfere with my classroom performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very often	Often	Occasionally	Rarely	Never
6. I am aware of the effect I am having on students. -listen for and recognize comments indicating how I am perceived -request feedback on this issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I speak carefully and use appropriate language. -use standard written and oral English -do not habitually use slang -keep voice well-modulated -speak at a reasonable pace -work to eliminate peculiar figures of speech and mannerisms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I acknowledge contributions and efforts of my students. -show respect for students' opinions and suggestions -express interest in what students are doing -commend students' efforts, even if small -attend to individual comments and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I meet all responsibilities expected of me by the school and University. -meet or exceed expectations as outlined in the Handbook for the Professional Team -read and comprehend school's handbook -clarify any discrepancies between teaching responsibilities and internship responsibilities -arrive at school on time, dress appropriately, etc. -inform appropriate personnel if I must be absent; prepare lesson plans for substitute teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I deal with both sexes in such a way as to avoid sex-role stereotyped behavior. -evaluate my own teaching behavior and classroom materials for possible gender bias -equally encourage females and males in problem-solving behaviors in all subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I seek advice and assistance from specialists to supplement my own teaching. -confer with resource teacher, guidance counselor, school nurse, psychologist, etc. -work with special education teachers to effectively mainstream children with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I participate actively in the Ed 607 seminar. -prepare for seminar -arrive on time -inform seminar professor if I must be absent or late -seek and give support from/to others in the seminar -accept responsibility for success or failure of the seminar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | Very often | Often | Occasionally | Rarely | Never |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 13. I am aware of how I am perceived by peers and supervisors.
-can see myself as I am seen by others
-request feedback on this issue | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

As I look at my responses to this section, I would like to work on:

Planning and Implementation

- | | Very often | Often | Occasionally | Rarely | Never |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. I prepare lessons which include goals, objectives, procedures/methods, and means of assessing effectiveness.
-maintain a record which includes the points above
-regularly share and review ideas with my cooperating teacher and supervisor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I translate plans into effective lessons.
-begin lessons smoothly and confidently, clearly stating goals and objectives
-pace lesson appropriately
-conclude lesson smoothly and clearly
-maximize time on task | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I show mastery of my subject matter.
(Interns, mentor teacher, and supervisors are encouraged to expand this time for specific subject areas.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. I provide classroom leadership and discipline in a quiet, dignified, and positive manner.
-maintain good order
-make few reprimands
-require only infrequent use of disciplinary action
-receive students' respect | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

As I look at my responses to this section, I would like to work on:

Higher Level Teaching Skills

	Very often	Often	Occasionally	Rarely	Never
1. I develop adaptable plans to meet varied needs, learning rates, levels and styles of my students. -show initiative in adjusting predetermined plans to circumstances and individuals -incorporate contributions and suggestions of students into planning and implementation of lessons. -adapt method and techniques to meet individual needs of students -utilize students' questions and contributions and community resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I ensure that my students understand the purpose of the lesson and that they engage in activities designed to fulfill that purpose. -promote discussions among students which relate learning to the students' own experiences -design pertinent classwork and homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I encourage my students to effectively participate in classroom discussions and activities. -use methods which inspire student effort, curiosity, interest and desire to explore -encourage questions and discussion -promote voluntary investigation, demonstration, and experimentation -bring in materials and ask students to do so	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I provide students with a learning continuum framework. -link previous learning with current and focus an anticipated direction -help students recall previously learned information -describe relationship among various pieces of information or knowledge -assist students in assimilating and organizing new information in a way that is meaningful to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I consistently assess the progress of each student. -work with school personnel to assist students in progressing toward social and psychological adjustment -consult individual record indicating level of attainment of each student -note individual and group strengths and weaknesses indicated in records of achievement, various tests, students' written contributions and anecdotal records -regularly send home progress reports -give prompt feedback on work collected from students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I am impartial, resourceful, and cooperative in relations with parents. -initiate parent conferences when necessary -use parent conferences to develop a collaborative plan for helping the student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | Very often | Often | Occasionally | Rarely | Never |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 7. I consistently assist my students in appraising their own work.
-ask students to evaluate their own experiences and accomplishments
-promote group discussions of aims, methods, success or failure of learning experiences
-promote teacher-guided group or individual analysis of test results | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I guide students in developing good learning skills.
-assess individual learning styles
-teach students techniques designed to promote efficient and long-term learning of concepts, facts, and processes
-teach and require good study habits
-help students organize notebooks, homework assignment; budget time, etc.
-use supervised study, emphasizing point of interest and importance through assignments, individualized instruction and organization and supervision of "seatwork" | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I provide opportunities for creative growth.
-provide a variety of materials
-allow sufficient time for completion of creative work
-create situations both in and out of school which allow for development of students' interests
-employ teaching methods which promote creativity
-regularly reflect on my success in motivating students to see connections between my course/class and other learning experiences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I encourage students to become independent learners and help them to use appropriate materials for this objective.
-suggest reference materials which I have ready and available
-promote use of library demonstrated by voluntary visits and records of materials borrowed
-promote students' use of school's resource materials, e.g., magazines, newspapers, maps, globes, computer software | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

As I look at my responses to this section, I would like to work on:

Professional Growth

	Very often	Often	Occasionally	Rarely	Never
1. I show my desire to grow in the profession by participating in appropriate professional activities: e.g., workshops, conferences, meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I display a critical interest in new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I accept responsibility for the job seeking and placement process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I regularly read professional materials in my field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As I look at my responses to this section, I would like to work on:

Theoretical Grounding

	Very often	Often	Occasionally	Rarely	Never
1. I translate the theoretical and research-based knowledge about learning and teaching that I have obtained through coursework into what I do in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I use direct knowledge of my students to identify their stages of development and design classroom environments to foster their personal, moral, and social development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I employ a variety of instructional materials and techniques appropriate to the varying abilities and backgrounds of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I analyze the nature of subject matter to be learned and I utilize appropriate instructional processes in teaching it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I can articulate my philosophy of education, and I am beginning to see ways of making that philosophy work in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

As I look at my responses to this section, I would like to work on:

Additional Comments:

We have discussed this self-assessment form. _____

Date

Signature of University Supervisor

Signature of Intern

Signature of Mentor Teacher

Note: This form has been adapted from very similar forms used at the University of New Hampshire.