Purpose: To provide a comprehensive assessment (both formative and summative) of the teaching practice of teacher candidates. **Administration:** This instrument is administered by clinical instructors and/or university supervisors during each field experience placement.

Success Indicator: Items rated at the "Meets Standard" level represent successful teaching practice by the teacher candidate. Anything below "Meets Standard" can be seen as an area in need of improvement.

TEACHER INTERN ASSESSMENT INSTRUMENT (TIAI)

Teacher Intern	Semester/Year:
Check one: 1st Placement: 2nd Placemen	t: Grade Level/Subject:
Evaluator:	Check one: Classroom Mentor Teacher University Supervisor
School:	Date(s) Evaluation Completed:

 $The\ TIAI\ has\ been\ aligned\ to\ In TASC\ Standards,\ CAEP\ Standards,\ \&\ Mississippi\ Educator\ Performance\ Growth\ System/Teacher\ Growth\ Rubric\ (TGR).$

DOMAIN I: PLANNING AND PREPARATION

*Items 1-6 should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (pretests, inventories, surveys, etc.)

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard	
				(0)	(1)	(2)	(3)	
R1.3	7	1	1. Develops measurable	Objectives are	Objectives are aligned	Objectives are	In addition to meets	
			and observable grade and	not measurable,	with appropriate state	measurable,	standard , objectives are	
			subject level objectives	observable, or	curricula frameworks,	observable, and	stated at different	
			that are aligned with	aligned with	but they are not	aligned with	instructional levels based	
			appropriate state	appropriate	measurable or	appropriate state	on individual needs of	
			curricula frameworks.	state curricula	observable.	curricula	students (DOK Levels	
				frameworks.		frameworks.	and/or Bloom's	
							Taxonomy).	
			SCORE	ES AND COMMEN	TTS ON EFFECTIVENES	SS		
Format	ive Assessn	nent Sco	re:		Summative Assessment Score:			
Format	ive Assessn	nent Cor	nments/Evidence:		Summative Assessment Comments/Evidence:			
			•			•		

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs	Meets Standard	Exceeds Standard			
				(0)	Improvement (1)	(2)	(3)			
R1.1	2	2	2. Develops meaningful	Does not develop	Develops	Develops meaningful	In addition to meets			
			and authentic learning	meaningful nor	meaningful and	and authentic learning	standard , provides			
			experiences that	authentic learning	authentic learning	experiences that	evidence of research-			
			accommodate	experiences that	experiences, but	accommodate	based strategies that			
			developmental and	accommodate	accommodations	developmental and	accommodate			
			individual needs of each	developmental and	are not made to	individual needs of each	developmental and			
			learner in the group.*	individual needs of	meet individual	learner in the group.	individual needs of each			
				each learner in the	needs of each		learner in the group.			
				group.	learner in the					
					group.					
students	*Examples include developing learning experiences (remediation, enrichment, accommodations) planned for students with disabilities or exceptionalities, students who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, sexual identification, and/or geographic origin.									
	SCORES AND COMMENTS ON EFFECTIVENESS									
Formativ	ve Assessme	nt Score	:	S	Summative Assessment Score:					
Formativ	ve Assessme	nt Comn	nents/Evidence:	S	Summative Assessment Comments/Evidence:					

CAEP	InTASC	TGR	Indicators	Unacceptable (o)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)	
R1.2	4	4	3. Integrates core content knowledge across and within subject areas in lessons when appropriate.	Instructional plans never integrate core content knowledge across and within subject areas.	Instructional plans integrate irrelevant core content knowledge across and within subject areas (does not make connections).	Instructional plans integrate core content knowledge across and within subject areas in lessons when appropriate.	In addition to meets standard, instructional plans include connections of content across disciplines. *	
*To Exce	eed Standard	d, the ins			ons across disciplines throughout the internship experience.			
				ES AND COMMENT	S ON EFFECTIVENES	SS		
Formati	ve Assessme	nt Score:	:		Summative Assessmen	nt Score:		
Formati	Formative Assessment Comments/Evidence:				Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs	Meets Standard	Exceeds Standard
				(0)	Improvement (1)	(2)	(3)
R1.3	8	2	4. Plans appropriate	Does not plan	Plans lack logical	Plans appropriate and	In addition to meets
			and sequential teaching	appropriate or	sequence and	sequential teaching	standard, multiple
			procedures that include	sequential teaching	different teaching	procedures that include	lesson plans cited
			innovative	procedures that	strategies.	innovative	research-based evidence.
			introductions and	include innovative		introductions and	
			closures. Teaching	introductions and		closures. Teaching	
			procedures incorporate	closures. Different		procedures incorporate	
			different teaching	teaching strategies		different teaching	
			strategies that	are not utilized.		strategies that positively	
			positively impact			impact student learning	
			student learning and			and development.	
			development. *				
*Exampl	es include b	ut are lin	nited to the following: cooperati	ive learning, discovery	learning, demonstration	, discussion, inquiry, simul	ation, etc.
			SCORE	S AND COMMENTS	S ON EFFECTIVENES	SS	
Formativ	e Assessme	nt Score:		S	Summative Assessment Score:		
Formativ	e Assessmer	nt Comm	ents/Evidence:	S	Summative Assessment Comments/Evidence:		
			•			•	

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs	Meets Standard	Exceeds Standard	
				(o)	Improvement (1)	(2)	(3)	
R1.3	6	3	5. Plans indicate use of appropriate assessments that effectively evaluate student learning and development. *	Plans do not indicate use of assessments that effectively evaluate student learning and development.	Plans indicate use of assessments but not all are appropriate.	Plans indicate use of appropriate assessments that effectively evaluate student learning and development.	In addition to meets standard, assessments are performance-based to enhance critical thinking and problem solving.	
*Exampl	es include as	sessmer	nts aligned with standards and o	objectives such as pre/i	post assessments quizze	s unit tests rubrics and/or	checklists	
Laumpi	ico merade a	occosinci			ON EFFECTIVENES		CHOCKIDEO.	
Formativ	ve Assessmer	at Coore						
					Summative Assessment Score:			
Formativ	e Assessmer	it Comm	ents/Evidence:	S	Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable	Needs	Meets Standard	Exceeds Standard
					(o)	Improvement (1)	(2)	(3)
R1.3	7	6	5	6. Plans include	Plans do not include	Plans lack logical use	Plans include	In addition to meets
	,		_	technology that	technology that will	of technology.	technology that will	standard, multiple
				will engage	engage students.		engage students in	lesson plans utilize
				students in			analysis, creativity, and	technology to
				analysis, creativity,			deeper learning	enhance learning
				and deeper			experiences to improve	opportunities.
				learning			student growth,	
				experiences			development, and	
				to improve student			understanding.	
				growth,				
				development, and				
				understanding.*				
*Exampl	es of techno	logy incl	lude the	implementation of digital	leaning programs using Ipa	ds, Chromebooks, powerj	points, Smart Boards, Prom	ethean Boards, cell
phones, e	etc.							
				SCOR	RES AND COMMENTS O	N EFFECTIVENESS		
Formativ	e Assessmei	nt Score	:	·		Summative Assessment Score:		
Formativ	e Assessmei	nt Comr	nents/E	vidence:		Summative Assessment Comments/Evidence:		

DOMAIN II: ASSESSMENT

*Items 7 – 8 should reflect the teacher intern's ability to effectively communicate assessment information to the students, provide feedback, and incorporate informal and formal assessments. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (pretests, inventories, surveys, etc.)

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard	
				(0)	(1)	(2)	(3)	
R1.3	6	3	7. Communicates	Does not communicate	Communicates	Communicates	Student input is sought	
			assessment criteria	assessment criteria or	assessment criteria and	assessment criteria and	in developing	
			and	performance standards	performance standards	performance standards	assessment criteria.	
			performance	to the students or	to the students. Fails to	to the students and		
			standards	provide feedback to	provide students with	provides feedback to	Provides clear and	
			to the students and	students about	feedback.	students about their	actionable feedback	
	provides feedback academic performance. academic performance. that helps the students							
			to				understand what s/he	
			students about				did well and provides	
			academic				guidance for	
			performance.				improvement.*	
*To mee	t the Excee c	ds Stano		e both stated requirements				
			SC	ORES AND COMMENTS	S ON EFFECTIVENESS			
Formativ	ve Assessmei	nt Score:			Summative Assessment Sco	ore:		
Formativ	ve Assessmer	nt Comm	nents/Evidence:	S	Summative Assessment Comments/Evidence:			
			•			•		

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)	
R1.3	6	3	8. Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.*	Does not use formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	Uses formative and summative assessments but fails to differentiate learning experiences that accommodate differences in learning and development of each learner in the group,	Uses formative and summative assessments to differentiate learning experiences that accommodate the learning and development of each learner in the group.	In addition to meets standard, conferences with individual students to assist with monitoring progress.	
*Exampl	es of assessr	nents in			ales, rubrics, and remediati		es.	
					S ON EFFECTIVENESS			
	e Assessme				Summative Assessment Score:			
Formativ	ve Assessme	nt Comm	nents/Evidence:		Summative Assessment Comments/Evidence:			

DOMAIN III: INSTRUCTION

*Items 9 – 19 should reflect the teacher intern's overall ability to effectively communicate with students and implement innovative lessons using a variety of teaching strategies that meet the needs of all students. Items should be assessed from written lesson and unit plans and classroom observations.

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard	
				(o)	(1)	(2)	(3)	
R1.1	3	4	9. Uses standard	Does not use standard	Standard written, oral,	Uses standard written,	In addition to meets	
			written, oral, and	written, oral, and	and nonverbal	oral, and nonverbal	standard, enriches	
			nonverbal	nonverbal	communication is	communication in	conversation with	
			communication in	communication in	difficult to follow for	instruction to engage	expressive language	
			instruction.	instruction.	students.	students.	and vocabulary to	
							engage students.	
			SC	ORES AND COMMENT	S ON EFFECTIVENESS			
Formativ	e Assessmer	nt Score:			Summative Assessment Sco	ore:		
Formative	e Assessmer	t Comm	ents/Evidence:	S	Summative Assessment Comments/Evidence:			
			•					

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
				(0)	(1)	(2)	(3)
R1.1	3	4	10. Provides explicit	Does not provide	Provides written and	Provides explicit	In addition to meets
			written and oral	explicit written and	oral directions for	written and oral	standard, uses
			directions for	oral directions for	instructional activities	directions for	concrete examples to
			instructional	instructional activities.	that are not explicit.	instructional activities.	model and to clarify
			activities.		_		tasks and concepts.
			SC	ORES AND COMMENT	S ON EFFECTIVENESS		
Formativ	e Assessmer	nt Score:			Summative Assessment Sco	ore:	
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		
			•				

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.1	2	2	11. Communicates positive expectations for learning for all students.	Does not communicate positive expectations for learning for all students.	Has difficulty communicating positive expectations for learning for all students.	Communicates positive expectations for learning for all students.	In addition to meets standard, encourages all students to set positive expectations for themselves and peers.
			;	SCORES COMMENTS O	ON EFFECTIVENESS		
Formativ	e Assessme	nt Score:		\$	Summative Assessment Sco	ore:	
Formativ	e Assessmer	nt Comm	ents:		Summative Assessment Comments/Evidence:		

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard	
				(0)	(1)	(2)	(3)	
R1.1	3	7	12. Conveys enthusiasm for teaching and learning for all students.	Does not convey enthusiasm for teaching and learning for all students.	Has difficulty conveying enthusiasm for teaching and learning for all students.	Conveys enthusiasm for teaching and learning for all students.	In addition to meets standard, elicits enthusiasm from students.	
			SC	ORES AND COMMENTS	S ON EFFECTIVENESS			
Formativ	e Assessme	nt Score:		S	Summative Assessment Score:			
Formativ	e Assessme	nt Comm	nents/Evidence:		Summative Assessment Cor	mments/Evidence:		

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
				(0)	(1)	(2)	(3)
R1.1	3	5	13. Provides opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Does not provide opportunities for all students to cooperate, communicate, and interact with each other to enhance learning.	Provides opportunities for all students to cooperate, communicate, and interact with each other but does not enhance learning.	Provides opportunities for the students to cooperate, communicate, and interact with each other to enhance learning.	In addition to meets standard, enhances the development of student leadership and provides opportunities for students to work cooperatively on projects/activities of their choice.
				ORES AND COMMENT	S ON EFFECTIVENESS		
Formativ	ve Assessmei	nt Score:			Summative Assessment Score:		
Formativ	ve Assessmer	nt Comm	nents/Evidence		Summative Assessment Cor	mments/Evidence:	

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)	
R1.2	4	4	14. Demonstrates content knowledge and an understanding of how to teach the content.	Does not demonstrate content knowledge and how to teach the content.	Has difficuly demonstrating content and content pedagogical knowledge.	Demonstrates content knowledge and an understanding of how to teach the content.	In addition to meets standard, uses a variety of instructional methods to ensure an understanding of the content	
			SC	ORES AND COMMENTS	S ON EFFECTIVENESS			
Formativ	ve Assessme	nt Score:	:	S	Summative Assessment Score:			
Formativ	ve Assessme	nt Comm	nents/Evidence:		Summative Assessment Cor	mments/Evidence:		

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.3	8	4	5, 6, 7	15. Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.*	Does not use a variety of appropriate teaching strategies, including technology, to impact student learning.	Has difficulty using a variety of appropriate teaching strategies, including technology, to impact student learning and development.	Uses a variety of appropriate teaching strategies, including technology, to impact student learning and development.	In addition to meets standard, uses a variety of appropriate student-centered teaching strategies to impact student learning and development.
*Exampl	es include us	se of tead	hing stra	ategies such as cooperative	learning, discovery learnin	g, demonstration, discussi	on, inquiry, simulation, etc	
				SCORE	S AND COMMENTS OF	N EFFECTIVENESS		
	e Assessmer				5	Summative Assessment Score:		
Formativ	ve Assessmei	nt Comm	ents/Evi	dence:	S	Summative Assessment Co	mments/Evidence:	

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
				(o)	(1)	(2)	(3)
R1.1	1	2	16. Planned	Does not implement	Implements learning	Implements planned	In addition to meets
			learning	planned learning	experiences, but fails to	learning experiences	standard, cites
			experiences are	experiences that	accommodate the	that accommodate	research to support the
			implemented that	accommodate	differences in	differences in	planned learning
			accommodate	differences in	developmental needs of	developmental and	experiences.
			differences in	developmental and	each learner in the	individual needs of	
			developmental and	individual needs of	group.	each learner in the	
			individual needs of	each learner in the		group.	
			each learner in the	group.			
			group.*				
					gifted, and students who re	present diversity based on	ethnicity, race,
socioecon	nomic status	, gender	, language, religion, sexual	identification, and/or geog	graphic origin).		
			SC	ORES AND COMMENTS	S ON EFFECTIVENESS		
Formativ	e Assessmer	nt Score:		S	Summative Assessment Sco	ore:	
Formativ	e Assessmer	nt Comm	nents:/Evidence:		Summative Assessment Comments/Evidence:		
			•			•	

CAEP	InTASC	TGR	Indicators	Unacceptable (o)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.2	5	4	17. Engages all students in critical thinking through higher-order questioning.*	Does not engage all students in critical thinking through higher-order questioning.	Relies on lower level questioning.	Engages all students in critical thinking through higher-order questioning.	In addition to meets standard, provides opportunities for students to apply concepts in problem- solving and critical thinking.
*Guiding	g questions n	eed to b	e listed in lesson plans.				
			SC	ORES AND COMMENT	S ON EFFECTIVENESS		
Formativ	ve Assessme	nt Score:			Summative Assessment Sco	ore:	
Formativ	ve Assessme	nt Comm	ents/Evidence:		Summative Assessment Con	mments/Evidence:	

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard	
				(0)	(1)	(2)	(3)	
R1.3	8	4	18. Adjusts	Does not adjust	Elicits student input	Elicits student input	In addition to meets	
			instruction as	instruction as needed	during instruction and	and adjusts instruction	standard , constructs	
			needed based on	based on student input,	attempts are made to	as needed based on	appropriate prompts to	
			student input, cues,	cues, and	adjust instruction	student input, cues,	encourage student	
			and	individual/group	based on student	and individual/	responses that expand	
			individual/group	responses.	responses.	group responses.	and justify their	
			responses.				reasoning. Revises	
							instruction based on	
							student responses.	
				ORES AND COMMENTS	S ON EFFECTIVENESS			
Formativ	ve Assessme	nt Score:			Summative Assessment Score:			
Formativ	ve Assessme	nt Comn	nents/Evidence:	S	Summative Assessment Cor	nments/Evidence:		

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)
R1.4	10	9	19. Uses family and/or community	Does not use family and/or community	Attempts to use family and/or community	Uses family and/or community resources	In addition to meets standard, designs and
			resources in instruction to	resources in instruction to impact student	resources to impact instruction but	in instruction to impact student learning and	organizes instruction to foster ongoing
			impact student learning and development.*	learning and development.	meaningful connections are not made.	development.	communication and high expectations for learners.
*Exampl	es include sj	pecial gu	ests, materials, extracurric	,			learners.
			SC	ORES AND COMMENTS	S ON EFFECTIVENESS		
Formativ	e Assessme	nt Score:		S	Summative Assessment Score:		
Formative Assessment Comments/Evidence:					Summative Assessment Comments/Evidence:		

DOMAIN IV: LEARNING ENVIRONMENT

*Items 20 - 24 should reflect the teacher intern's ability to manage the classroom environment in a way that is conducive to learning. Items should be assessed from classroom observations.

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard
				(o)	(1)	(2)	(3)
R1.1	3	5	20. Adjusts the	Does not adjust the	Has difficulty adjusting	Adjusts the classroom	In addition to meets
			classroom	classroom environment	the classroom	environment and	standard, encourages
			environment to	to enhance positive	environment to	delivers instruction to	students to develop
			enhance positive	peer relationships,	enhance positive peer	enhance positive peer	self-monitoring skills.
			peer relationships,	motivation, and	relationships,	relationships,	
			motivation, and	learning.	motivation, and	motivation, and	
			learning.		learning.	learning.	
			SC	ORES AND COMMENT	S ON EFFECTIVENESS		
Formativ	e Assessme	nt Score:		5	Summative Assessment Score:		
Formativ	e Assessme	nt Comm	nents/Evidence:	5	Summative Assessment Comments/Evidence:		
			,			•	

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard	
				(o)	(1)	(2)	(3)	
R1.1	3	6	21. Attends to and	Does not attend to and	Attempts to attend to	Attends to and	In addition to meets	
			delegates routine	delegate routine tasks.	and delegate routine	delegates routine tasks.	standards , has a	
			tasks.		tasks but there is no		systematic routine for	
					consistency or		attending to and	
					established routine.		delegating tasks.	
			SC	ORES AND COMMENT	S ON EFFECTIVENESS			
Formativ	ve Assessme	nt Score:			Summative Assessment Score:			
Formativ	ve Assessme	nt Comm	ents/Evidence:		Summative Assessment Comments/Evidence:			
			•			•		

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard	
				(0)	(1)	(2)	(3)	
R1.1	3	5	22. Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	Does not manage student behavior.	Has difficulty applying appropriate strategies in managing student behavior.	Uses multiple strategies to foster appropriate student behavior according to individual and situational needs.	In addition to meeting the standard, students self-monitor their behavior.	
			SC	ORES AND COMMENT	S ON EFFECTIVENESS			
Formativ	e Assessme	nt Score:			Summative Assessment Score:			
Formativ	ve Assessme	nt Comm	ents/Evidence:		Summative Assessment Co	mments/Evidence:		

CAEP	InTASC	TGR	Indicators	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard	
				(o)	(1)	(2)	(3)	
R1.1	3	7	23. Creates a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	Does not create a culturally inclusive environment.	Has difficulty maintaining a culturally inclusive environment.	Creates and maintains a culturally inclusive environment that promotes fairness, safety, respect, and support for all students.	In addition to meets standard, cultural inclusivity is evident in student interactions.	
			SC	ORES AND COMMENT	NTS ON EFFECTIVENESS			
Formativ	e Assessme	nt Score:			Summative Assessment Score:			
Formativ	e Assessme	nt Comm	ents/Evidence:		Summative Assessment Comments/Evidence:			

CAEP	InTASC	TGR	Indicators	Unacceptable (0)	Needs Improvement (1)	Meets Standard (2)	Exceeds Standard (3)					
R1.3	7	6	24. Maximizes instructional time.	Does not maximize instructional time.	Has difficulty maximizing instructional time.	Maximizes instructional time.	In addition to meets standard, transitions, routines and procedures are executed in an efficient manner with minimal teacher direction.					
	SCORES AND COMMENTS ON EFFECTIVENESS											
Formativ	e Assessme	nt Score:			Summative Assessment Score:							
Formativ	ve Assessme	nt Comm	ents/Evidence:		Summative Assessment Comments/Evidence:							

DOMAIN V: PROFESSIONAL RESPONSIBILITIES

*Item 25 should reflect the teacher intern's ability to collaborate with professional colleagues to involve parents and/or guardians in the student's learning and development. Items should be assessed from written lesson and unit plans, classroom observations, and from other artifacts (inventories, surveys, and other documentation).

CAEP	InTASC	TGR	ISTE	Indicators	Unacceptable	Needs Improvement	Meets Standard	Exceeds Standard					
					(0)	(1)	(2)	(3)					
R1.4	10	9	4	25. Collaborates	Does not collaborate	Has difficulty	Collaborates with	In addition to meets					
				with professional	with professional	collaborating with	professional colleagues	standard , engages in					
				colleagues	colleagues to	professional colleagues	to communicate with	ongoing professional					
				(classroom mentor	communicate with	to communicate with	families about student	learning opportunities					
				teacher and/or	families about student	families about student	learning and	with professional					
				university	learning and	learning and	development.	colleagues, and seeks					
				supervisor) to	development.	development.	_	advice/information					
				communicate with				from experienced					
				families about				educators.					
				student learning									
				and development.									
*Examp	*Examples include documented evidence such as PLCs, data meetings, newsletters, positive notes, extracurricular activities, professional												
develop	ment oppo	ortuniti	es, conf	erences, etc.		· -	•						
SCORES AND COMMENTS ON EFFECTIVENESS													
Formativ	e Assessme	nt Score:				Summative Assessment Score:							
Formativ	e Assessme	nt Comn	nents/Evi	dence:		Summative Assessment Comments/Evidence:							