SUGGESTED INDICATORS OF INTERNS
PROGRESSIVE DEVELOPMENT

INITIAL STAGE

PROFESSIONALISM
• Understands the Internship Handbook
• Follows school procedures (arrival & departure)
• Meets assigned responsibilities promptly and effectively
• Shows a friendly personality, sense of humor, warm and accepting attitude
• Demonstrates initiative, tactfulness, and good judgment
• Respects diversity among students and staff
• Displays a professional appearance and attitude
• Accepts constructive criticism with a desire to improve
• Exhibits flexibility with change
• Attends professional meetings and school events
• Communicates effectively with parents and makes them feel a part of the team

INSTRUCTION
• Uses appropriate/accurate verbal and written communication
• Displays a pleasing voice level, appropriate speed, and varied intonations (voice variations allow for emphasis of important points)
• Maintains eye contact and appropriate body language
• Is knowledgeable of subject matter
• Possesses enthusiasm for the content as well as the students
• Organizes lesson plans and instructional materials (everything ready in advance)
• Demonstrates awareness of lesson components and thoroughly plans daily lessons

MANAGEMENT
• Knows students’ names and classroom routines
• Arranges room with walkways to allow for effective monitoring
• Begins moving around the room while teaching
• Teaches basic rules and consequences for classroom management and consistently enforces them
• Models appropriate behavior (courteous)
• Establishes a non-threatening learning environment
GROWTH AND DEVELOPMENT STAGE

MANAGEMENT
• Balances fairness and firmness in discipline
• Uses assertive, calm tone when necessary (telling tone vs. asking tone)
• Balances verbal and nonverbal attendance to discipline in order to bring students back in focus (signals, touches, body language, proximity, praise, clear directives)
• Follows through consistently with positive reward system and assertive discipline procedures
• Scans the room to encourage appropriate behaviors and to redirect off-task behaviors
• Uses varied and descriptive praise
• Makes students responsible for their actions (What are you doing? What are you supposed to be doing? What are you going to do about it?)
• Manages oral question/answer sessions eliminating “blurting out”
• Is aware of all students (nonvolunteers, students off-task, student attention spans)
• Moves and monitors class throughout teaching time (provides opportunities for reteaching and extension purposes, possesses global awareness of class, etc.)
• Anticipates problems and attends to them before they occur (keep things private with students as much as possible)
• Engages students in helping with jobs in class
• Provides assistance to individual students while monitoring the rest of the class

INSTRUCTION
• States purpose and relates it to lesson objective(s)
• Involves all students in discussions
• Uses effective questioning techniques to check for understanding and extend students’ responses
• Uses appropriate wait time and prompting during questioning to insure student success
• Demonstrates effective modeling techniques
• Provides step-by-step directions for clear understanding of expectations
• Allows sufficient practice time to insure concept understanding
• Relates content to students’ real life situations
• Maintains a smooth lesson pace eliminating “dead” time
• Demonstrates transitional techniques both within and between lessons
• Relates lesson to prior and future learning
• Provides for a consistent motivation and student-centered closure
• Incorporates a variety of teaching strategies and activities in lessons to address students' skills and interest levels
• Uses visual aids whenever possible
• Uses available technology appropriately and effectively

PROFESSIONALISM
• Demonstrates effective time management for all teaching responsibilities
• Handles stress in a professional manner
• Uses reflective thinking to analyze instruction and shows confidence in making instructional adjustments
REFINEMENT STAGE

MANAGEMENT
• By this stage, Interns should be confident in their ability to manage most student behaviors so that refinement of instructional skills can take place.

INSTRUCTION
• Elicits students’ ideas to develop lesson objectives
• Motivates consistently to insure students’ active engagement in learning as a pleasurable experience
• Summarizes and provides adequate student-centered closures
• Develops an atmosphere of anticipation for future learning
• Demonstrates effective lesson sequencing/pacing by knowing what students can handle in allotted time period
• Integrates subject matter across several disciplines (if applicable)
• Raises and lowers students’ levels of concern appropriately
• Designs assessments that are aligned with instruction and understood by the students
• Plans for special needs (modification, reteach, extension)
• Takes advantage of teachable moments
• Evidences consistent higher-level questioning to produce critical thinking opportunities

PROFESSIONALISM
• Is aware of total teaching environment and meets responsibilities successfully
• Pursues professional development and shares new learning

Diane Graham compiled these indicators in consultation with Texas A&M University supervisors and College Station ISD teachers.