

# CMTHS SEA Intern Evaluation Rubric

Dear SEA Mentors,

Thank you for hosting a SEA intern in your classroom and supporting these future teachers as they explore a career in education! At the END of the internship experience, please fill out the following form evaluating the student intern on their performance in your classroom. This evaluation will be shared with the student and be factored into their internship grade. If you have any questions, please don't hesitate to reach out. Again, thank you for your time and commitment to the SEA program!

Dr. Debora Broderick  
Secondary Education Academy Coordinator/Instructor  
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Email \*

nestlea@lmsd.org

Mentor Name \*

Amanda Nestler

Student Intern Name \*

Katherine Moose

**Adherence to Schedule \***

- Intern was frequently late and/or requested to leave early.
- Intern occasionally arrived late and/or requested to leave early.
- Intern rarely arrived late and/or requested to leave early.
- Intern was always on time and remained for the full 90 minutes according to program curriculum.

**Appearance \***

- Intern frequently did not follow the Teacher Academy dress code; clothing appeared unkempt and/or garments were frequently too casual or inappropriate for teaching.
- Intern occasionally did not follow the Teacher Academy dress code; clothing appeared unkempt and/or garments were frequently too casual or inappropriate for teaching.
- Intern was always dressed according to the Teacher Academy dress code, but the clothing sometimes appeared unkempt.
- Intern was always dressed according to the Teacher Academy dress code, and the clothing was polished & professional.

### Engagement \*

- Intern frequently appeared disengaged in classroom activities and/or was busy with personal tasks; intern frequently failed to participate as directed by mentor, and often failed to complete assigned tasks.
- Intern frequently appeared disengaged in classroom activities; often missed mentor's instructions or student comments, sometimes failed to participate as directed by mentor.
- Intern was usually engaged in classroom activities; usually listened attentively to mentor and students, usually participated as directed by the mentor, usually made an effort to complete assigned tasks; usually made an effort to get to know students.
- Intern was always engaged in classroom activities and demonstrated initiative and creativity; always listened attentively to mentor and students, always participated as directed by the mentor, always made an effort to complete assigned tasks; always made an effort to get to know students.

### Desire to Learn \*

- Intern appeared disinterested in internship experience; exhibited little to no desire to learn about the profession; and frequently failed at assigned tasks and classroom activities.
- Intern appeared to consider internship experience as just another assignment with little interest in learning about the profession and/or how to perform class activities/responsibilities well.
- Intern exhibited interest in the internship experience and a desire to learn about the profession and how to perform classroom activities/responsibilities; intern often showed initiative when it came to working with students and assisting mentor teacher.
- Intern exhibited a high level of interest in the internship experience and a serious desire to learn about the profession and how to perform classroom activities/ responsibilities to the best of their ability; intern also regularly showed initiative when it came to working with students and assisting the mentor teacher.

Mentor Comments: Please use this space to offer additional narrative feedback on the intern's experience & performance in your classroom. Students love to receive these additional comments! \*

Kat was eager to learn. Any time I offered an opportunity to join a meeting or planning she was excited. Even for a coverage, she wanted to be involved. She enjoyed working with the kids and getting to know them. She always walked around the room and tried to help. Even when I wasn't able to give her something to do, she was still happy to be there. If I were to offer constructive criticism or advice, I would suggest thinking deeply about what certification to go for. Kat mentioned wanting a math 7-12 certification. Based on just my observations, I see some gaps/misconceptions about the math (ex:  $4^{\wedge}2$  is not  $-4^{\ast}4$ ). The math 7-12 cert is a rigorous math program and requires a lot of content knowledge. I think Kat would be a better fit trying middle grades 4-8. Again, this is just what I noticed in the short time we had.

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