

**School of Languages and Literatures  
 Department of Comparative Literature  
 Instructional Internships (LA 495) in LCT Languages and in Comp Lit  
 Evaluation of Instructional Interns**

Name of Intern \_\_\_\_\_ Student Number \_\_\_\_\_

Semester of Internship \_\_\_\_\_ Supervisor of Internship \_\_\_\_\_

Course/Curriculum which the Internship Supports \_\_\_\_\_

How well has the Intern performed on the following criteria? (Note: not all criteria will be applicable. Use as many as apply. Mark NA if not applicable, or NO if there has been no opportunity to observe. Each Intern should be evaluated on at least 4 criteria, so if some of these are NA or NO, the supervisor will add others below or on a separate sheet.)

	Poor	D	C	B	A	Not Appl.	No opp./observe
1. <u>Knowledge and skills</u> (Intern has and uses appropriate knowledge/skills)	F	D	C	B	A	NA	NO
2. <u>Promptness and Reliability</u> (Intern is self-motivated; completes assigned tasks on time and in the way requested; doesn't need excessive reminders; Intern arrives on time or a few minutes early for classes or tutorial sessions or other assigned times; Intern responds promptly to email and other messages, even if just to confirm receipt; if unavoidably absent, Intern notifies supervisor to ask approval and make arrangements beforehand—except for a true emergency, in which case Intern contacts supervisor as soon as possible afterwards; etc.)	F	D	C	B	A	NA	NO
3. <u>Communication Skills</u> (Intern regularly keeps supervisor up to date; if communicating in writing with students, Intern copies supervisor; all communications are appropriate in content, style, and tone; if attending class, Intern checks with instructor at end of class unless another arrangement has been made; Intern promptly contacts supervisor about any problems or unanticipated situations; etc.)	F	D	C	B	A	NA	NO
4. <u>Initiative</u> (Intern takes initiative to accomplish tasks; willingly seeks new information, makes suggestions; doesn't try to “get by” with the most minimal job; etc.)	F	D	C	B	A	NA	NO
5. <u>Teamwork</u> (Intern functions well as a member of the overall instructional team; attends staff mtgs if requested, and participates constructively; supports the program's goals; is familiar with policies (see the Handbook for Instructors) and implements relevant policies cooperatively; doesn't try to be the “nice guy” or look good by blaming others or making others look bad; etc.)	F	D	C	B	A	NA	NO

6. Professionalism and Professional Growth F D C B A NA NO  
 (Intern moves from simpler to more complex tasks if relevant; shows good professional judgment; behaves professionally in class or other contexts involving interaction with students – for example, if in class, stays fully focused on class activities; maintains appropriate standards, professional ethics, and behavior; knows when/where to seek help or advice, accepts criticism constructively, and builds it into professional improvement and growth; addresses problems promptly and constructively via proper channels (Intern doesn't express discontent to students or others not directly involved); maintains confidentiality; represents the program and department well, etc.)

Other criteria? (specify) F D C B A NA NO

Areas of special strength?

Aspects that need(ed) improvement?

Quality of written report/s (evaluation is optional at mid-semester, required at end of semester)

Overall grade at midterm / or final grade: \_\_\_\_\_

Signature of supervisor \_\_\_\_\_ Date \_\_\_\_\_

(At mid-semester and at the end of the semester, a copy of this completed form is given to the student and to Bonnie Rossman. At the end of the semester, a copy of the student's written report, or final report if there is more than one, should be attached for Bonnie's files. An additional type of evaluation may also be attached if the supervisor wishes to use one.)