

Principle being Assessed	Unsatisfactory	Basic	Proficient	Distinguished
	0	1	2	3
<p>1. Understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students</p>	<p>The intern exhibits an understanding of the subject(s) taught but lacks the facility to explain the subject(s). The intern incorporates little or no additional, current resources and materials to teach the subject(s). The intern rarely or never modifies instruction to make topics relevant to students' lives and experiences. The intern shows little ability to engage and maintain students' attention and to recapture or refocus it as necessary. The intern rarely or never creates interdisciplinary learning experiences. The intern rarely or never encourages students' academic curiosity, critical thinking, and diverse perspectives. The intern rarely checks for students' understanding with questions, review activities, and various assessment strategies. The intern has difficulty in providing clear and concise explanation of lessons.</p>	<p>The intern exhibits an understanding of the subject(s) taught but occasionally lacks the facility to explain the subject(s). The intern occasionally incorporates additional, current resources and materials to teach the subject(s). The intern occasionally modifies instruction to make topics relevant to students' lives and experiences. The intern shows, on occasion, the ability to engage and maintain students' attention and to recapture or refocus it as necessary. The intern occasionally creates interdisciplinary learning experiences. The intern occasionally encourages students' academic curiosity, critical thinking, and diverse perspectives. The intern checks for students' understanding with questions, review activities, and various assessment strategies. The intern provides clear and concise explanation of lessons.</p>	<p>The intern exhibits an understanding of the subject(s) taught and consistently demonstrates the facility to explain the subject(s). The intern frequently incorporates additional, current resources and materials to teach the subject(s). The intern frequently modifies instruction to make topics relevant to students' lives and experiences. The intern frequently shows the ability to engage and maintain students' attention and to recapture or refocus it as necessary. The intern frequently creates interdisciplinary learning experiences. The intern frequently encourages students' academic curiosity, critical thinking, and diverse perspectives. The intern checks for students' understanding with questions, review activities, and various assessment strategies. The intern provides clear and concise explanation of lessons.</p>	<p>The intern exhibits an understanding of the subject(s) taught and consistently demonstrates the facility to explain the subject(s). The intern consistently incorporates additional, current resources and materials to teach the subject(s). The intern consistently modifies instruction to make topics relevant to students' lives and experiences. The intern consistently shows the ability to engage and maintain students' attention and to recapture or refocus it as necessary. The intern consistently creates interdisciplinary learning experiences. The intern consistently encourages students' academic curiosity, critical thinking, and diverse perspectives. The intern checks for students' understanding with questions, review activities, and various assessment strategies. The intern provides clear and concise explanation of lessons.</p>

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2. Understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.	The intern demonstrates little or no understanding of planning and teaching as a responsive process and learning as a developmental process. Therefore, the intern never or rarely activates students' prior knowledge when presenting new ideas or makes links to students' experiences. The intern never or rarely draws on student experiences and thinking while planning, therefore, does not elicit samples of student thinking orally and in writing, nor does the intern listen and analyze group interactions. The intern never or rarely uses assessment of students as a tool in planning instruction that meets learners' need and promotes further development. The intern never or rarely takes advantage of student strengths as a basis for growth or uses errors as an opportunity for learning.	The intern occasionally activates students' prior knowledge by linking new ideas to already familiar ideas and making connections to students' experiences. The intern occasionally draws on student experiences and thinking while planning and therefore occasionally elicits samples of student thinking orally and in writing. The intern occasionally listens and analyze group interactions to assist in planning. The intern occasionally uses assessment of students as a tool in planning instruction that meets learners' need and promotes further development. The intern occasionally takes advantage of student strengths as a basis for growth or uses errors as an opportunity for learning.	The intern frequently activates students' prior knowledge by linking new ideas to already familiar ideas and making connections to students' experiences. The intern demonstrates an awareness of the importance of accessing and considering student experiences and thinking in instructional planning by frequently encouraging discussion, by gathering samples of student thinking orally and in writing, and by listening and responding to group interactions, The intern frequently demonstrates skill in using assessment to design instruction that meets learners' need and promotes further development. The intern frequently uses student strengths as a basis for growth and errors as an opportunity for learning.	The intern demonstrates a sophisticated understanding of planning and teaching as a responsive process and learning as a developmental process. Therefore, the intern consistently activates students' prior knowledge when presenting new ideas and makes links to students' experiences. The intern demonstrates an awareness of the importance of accessing and considering student experiences and thinking in instructional planning by consistently encouraging discussion, by gathering samples of student thinking orally and in writing and by listening and responding to group interactions, The intern consistently uses assessment of students as a tool in planning instruction that meets learners' need and promotes further development. The intern consistently takes advantage of student strengths as a basis for growth and uses errors as an opportunity for learning.

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3. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners	The intern rarely selects materials and adapts instructional strategies to meet the diverse learning needs of students. The intern does not vary teaching strategies to include cooperative, peer and project-based learning, audio-visual presentations, lecture, discussions and inquiry, practice and application, and presentations by community resources. The intern cannot pace instruction appropriately. The intern does not demonstrate a firm belief that all students can learn at high levels and persists in helping them achieve. The intern does not demonstrate respect for individual, cultural, religious, and racial differences of students.	The intern occasionally selects materials and adapts instructional strategies to meet the diverse learning needs of students. The intern on occasion uses teaching strategies that include cooperative, peer and project-based learning, audio-visual presentations, lecture, discussions and inquiry, practice and application, and presentations by community resources. The intern demonstrates minimal skill at pacing instruction appropriately. The intern demonstrates a firm belief that all students can learn at high levels and persists in helping them achieve. The intern demonstrates respect for individual, cultural, religious, and racial differences of students.	The intern frequently selects materials and adapts instructional strategies to meet the diverse learning needs of students. The intern frequently varies teaching strategies that include cooperative, peer and project-based learning, audio-visual presentations, lecture, discussions and inquiry, practice and application, and presentations by community resources. The intern demonstrates skill at pacing instruction appropriately. The intern demonstrates a firm belief that all students can learn at high levels and persists in helping them achieve. The intern demonstrates respect for individual, cultural, religious, and racial differences of students.	The intern consistently selects materials and adapts instructional strategies to meet the diverse learning needs of students. The intern consistently varies teaching strategies that include cooperative, peer and project-based learning, audio-visual presentations, lecture, discussions and inquiry, practice and application, and presentations by community resources. The intern consistently demonstrates skill at pacing instruction appropriately. The intern demonstrates a firm belief that all students can learn at high levels and persists in helping them achieve. The intern demonstrates respect for individual, cultural, religious, and racial differences of students.

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<p>4. Understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills</p>	<p>The intern rarely evaluates curricular materials for accuracy, currency, and student interest. The intern provides students with little or no materials and media that are appropriate and challenging for their instructional levels. The intern rarely provides opportunities for developing problem-solving skills and independent thinking in students. The intern has developed a few clear, accurate presentations and representations of concepts, i.e. lessons. The rarely intern monitors and adjusts strategies in response to learner feedback.</p>	<p>The intern occasionally evaluates curricular materials for accuracy, currency, and student interest. The intern, on occasion, provides students with materials and media that are appropriate and challenging for their instructional levels. The intern occasionally provides opportunities for developing problem-solving skills and independent thinking in students. The intern has developed a variety of clear, accurate presentations and representations of concepts, i.e. lessons. The intern monitors and adjusts strategies in response to learner feedback.</p>	<p>The intern frequently evaluates curricular materials for accuracy, currency, and student interest. The intern frequently provides students with materials and media that are appropriate and challenging for their instructional levels. The intern frequently provides opportunities for developing problem-solving skills and independent thinking in students. The intern has developed a variety of clear, accurate presentations and representations of concepts, i.e. lessons. The intern monitors and adjusts strategies in response to learner feedback.</p>	<p>The intern consistently evaluates curricular materials for accuracy, currency, and student interest. The intern consistently provides students with materials and media that are appropriate and challenging for their instructional levels. The intern consistently provides opportunities for developing problem-solving skills and independent thinking in students. The intern has developed a variety of clear, accurate presentations and representations of concepts, i.e. lessons. The intern monitors and adjusts strategies in response to learner feedback.</p>

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5. Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation	<p>The intern demonstrates little or no enthusiasm for and engagement in learning. The intern incorporates few or no principles of equal opportunity and non-discrimination into classroom management. The intern rarely or never creates a learning community that promotes multicultural awareness, gender sensitivity, and appreciation of diversity. The intern rarely or never provides equitable opportunities for student engagement in productive tasks. The intern rarely, if ever, engages students in individual and cooperative learning activities. The intern rarely or never communicates clear expectations for appropriate interactions among students. The intern rarely or never encourages students to respect themselves and others.</p>	<p>The intern occasionally demonstrates enthusiasm for and engagement in learning. The intern, on occasion, incorporates principles of equal opportunity and non-discrimination into classroom management. The intern, on occasion, creates a learning community that promotes multicultural awareness, gender sensitivity, and appreciation of diversity. The intern occasionally provides equitable opportunities for student engagement in productive tasks. The intern occasionally engages students in individual and cooperative learning activities. The intern occasionally communicates clear expectations for appropriate interactions among students. The intern encourages students to respect themselves and others.</p>	<p>The intern frequently demonstrates enthusiasm for and engagement in learning. The intern frequently incorporates principles of equal opportunity and non-discrimination into classroom management. The intern frequently creates a learning community that promotes multicultural awareness, gender sensitivity, and appreciation of diversity. The intern provides frequent equitable opportunities for student engagement in productive tasks. The intern frequently engages students in individual and cooperative learning activities. The intern frequently communicates clear expectations for appropriate interactions among students. The intern encourages students to respect themselves and others.</p>	<p>The intern consistently demonstrates enthusiasm for and engagement in learning. The intern consistently incorporates principles of equal opportunity and non-discrimination into classroom management. The intern frequently creates a learning community that promotes multicultural awareness, gender sensitivity, and appreciation of diversity. The intern provides frequent equitable opportunities for student engagement in productive tasks. The intern frequently engages students in individual and cooperative learning activities. The intern consistently communicates clear expectations for appropriate interactions among students. The intern encourages students to respect themselves and others.</p>

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<p>6. Uses knowledge of effective verbal, non-verbal and media communication techniques and appropriate technology to foster active inquiry, collaboration, and supportive interaction in the classroom</p>	<p>The intern rarely or never solicits comments, questions, examples, and other contributions from students throughout lessons. The intern provides little or no support for student expression in speaking, writing, and other media. The intern uses little or no technological materials and resources to engage students in varied learning experiences. The intern rarely uses questioning strategies effectively. The intern rarely responds positively to student questions and encourages active engagement. The intern exhibits difficulty with using correct grammar and acceptable forms of oral and written expression. The intern rarely gives directions that are clear and reasonable and contain an appropriate level of detail. The intern does not communicate in ways that demonstrate sensitivity to cultural and gender differences.</p>	<p>The intern occasionally solicits comments, questions, examples, and other contributions from students throughout lessons. The intern occasionally provides support for student expression in speaking, writing, and other media. The intern uses, on occasion, technological materials and resources to engage students in varied learning experiences. The intern responds positively to student questions and encourages active engagement. The intern uses correct grammar and acceptable forms of oral and written expression. The intern gives directions that are clear and reasonable and contain an appropriate level of detail. The intern is effective in communicating ideas and information. The intern communicates in ways that demonstrate sensitivity to cultural and gender differences.</p>	<p>The intern frequently solicits comments, questions, examples, and other contributions from students throughout lessons. The intern frequently provides support for student expression in speaking, writing, and other media. The intern frequently uses technological materials and resources to engage students in varied learning experiences. The intern responds positively to student questions and encourages active engagement. The intern uses correct grammar and acceptable forms of oral and written expression. The intern gives directions that are clear and reasonable and contain an appropriate level of detail. The intern is effective in communicating ideas and information. The intern communicates in ways that demonstrate sensitivity to cultural and gender differences.</p>	<p>The intern consistently solicits comments, questions, examples, and other contributions from students throughout lessons. The intern consistently provides support for student expression in speaking, writing, and other media. The intern consistently uses technological materials and resources to engage students in varied learning experiences. The intern responds positively to student questions and encourages active engagement. The intern uses correct grammar and acceptable forms of oral and written expression. The intern gives directions that are clear and reasonable and contain an appropriate level of detail. The intern is effective in communicating ideas and information. The intern communicates in ways that demonstrate sensitivity to cultural and gender differences.</p>

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7. Plans instruction based upon knowledge of subject matter, state and national standards, students, and the community	<p>The intern rarely plans for learning opportunities that accommodate different learning styles and performance modes. The intern rarely or never uses available resources to link student learning to the community. The intern rarely bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning the subject. The intern rarely develops lesson plans that are clear, logical, and sequential. Within those plans, the intern rarely designs learning activities that are clearly connected to instructional objectives. The intern rarely links objectives for instruction to prior student learning. The intern rarely selects appropriate student objectives for lessons consistent with division guidelines and the Virginia Standards of Learning. Without substantial guidance, the intern rarely matches the content and skills taught to the overall curriculum scope and sequence.</p>	<p>The intern occasionally plans for learning opportunities that accommodate different learning styles and performance modes. The intern, on occasion, uses available resources to link student learning to the community. The intern occasionally bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning the subject. The intern develops lesson plans that are clear, logical, and sequential. Within those plans, the intern designs learning activities that are clearly connected to instructional objectives. The intern links objectives for instruction to prior student learning. The intern selects appropriate student objectives for lessons consistent with division guidelines and the Virginia Standards of Learning. The intern matches the content and skills taught to the overall curriculum scope and sequence.</p>	<p>The intern frequently plans for learning opportunities that accommodate different learning styles and performance modes. The intern frequently uses available resources to link student learning to the community. The intern frequently bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning the subject. The intern develops lesson plans that are clear, logical, and sequential. Within those plans, the intern designs learning activities that are clearly connected to instructional objectives. The intern links objectives for instruction to prior student learning. The intern selects appropriate student objectives for lessons consistent with division guidelines and the Virginia Standards of Learning. The intern matches the content and skills taught to the overall curriculum scope and sequence.</p>	<p>The intern consistently plans for learning opportunities that accommodate different learning styles and performance modes. The intern consistently uses available resources to link student learning to the community. The intern consistently bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning the subject. The intern develops lesson plans that are clear, logical, and sequential. Within those plans, the intern designs learning activities that are clearly connected to instructional objectives. The intern links objectives for instruction to prior student learning. The intern selects appropriate student objectives for lessons consistent with division guidelines and the Virginia Standards of Learning. The intern matches the content and skills taught to the overall curriculum scope and sequence.</p>

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<p>8. Understands and uses formal and informal assessment strategies, consistent with instructional goals, to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>The intern rarely or never monitors student understanding on an ongoing basis and adjusts teaching when necessary. The intern rarely or never uses multiple assessments congruent with instructional goals both in content and process. The intern rarely or never uses pre-assessment data in developing expectations for students as a basis for documenting learning gains. The intern rarely or never uses student products as a source for assessment and instructional decisions. The intern rarely or never provides opportunities for students to contribute to developing criteria and standards where appropriate. The intern rarely or never communicates clear expectations for learning and behavior to students and parents. The intern's tests do not always reflect the content being studied. The intern does not provide prompt and meaningful feedback to students about performance and progress. The intern does not demonstrate competence in recording and reporting student achievement. The intern has difficulty incorporating strategies to prepare students for SOL and standardized testing.</p>	<p>The intern occasionally monitors student understanding on an ongoing basis and adjusts teaching when necessary. The intern occasionally uses multiple assessments congruent with instructional goals both in content and process. The intern occasionally uses pre-assessment data in developing expectations for students as a basis for documenting learning gains. The intern occasionally uses student products as a source for assessment and instructional decisions. The intern occasionally provides opportunities for students to contribute to developing criteria and standards where appropriate. The intern usually communicates clear expectations for learning and behavior to students and parents. The intern prepares tests that reflect the academic content studied. The intern provides prompt and meaningful feedback to students about performance and progress. The intern demonstrates competence in recording and reporting student achievement. The intern incorporates strategies to prepare students for SOL and standardized testing.</p>	<p>The intern frequently monitors student understanding on an ongoing basis and adjusts teaching when necessary. The intern frequently uses multiple assessments congruent with instructional goals both in content and process. The intern occasionally uses pre-assessment data in developing expectations for students as a basis for documenting learning gains. The intern occasionally uses student products as a source for assessment and instructional decisions. The intern frequently provides opportunities for students to contribute to developing criteria and standards where appropriate. The intern communicates clear expectations for learning and behavior to students and parents. The intern prepares tests that reflect the academic content studied. The intern provides prompt and meaningful feedback to students about performance and progress. The intern demonstrates competence in recording and reporting student achievement. The intern incorporates strategies to prepare students for SOL and standardized testing.</p>	<p>The intern consistently monitors student understanding on an ongoing basis and adjusts teaching when necessary. The intern consistently uses multiple assessments congruent with instructional goals both in content and process. The intern consistently uses pre-assessment data in developing expectations for students as a basis for documenting learning gains. The intern consistently uses student products as a source for assessment and instructional decisions. The intern consistently provides opportunities for students to contribute to developing criteria and standards where appropriate. The intern communicates clear expectations for learning and behavior to students and parents. The intern prepares tests that reflect the academic content studied. The intern provides prompt and meaningful feedback to students about performance and progress. The intern demonstrates competence in recording and reporting student achievement. The intern incorporates strategies to prepare students for SOL and standardized testing.</p>

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9. Is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally	The intern does little or no revision of classroom practice as a result of observation and reflection. The intern does little evaluation and identification of personal strengths and weaknesses as they relate to student learning. The intern does little or no collaboration with colleagues to improve instructional knowledge and skills. The intern does little to apply current literature about educational issues, trends, and practices. The intern sets few or no goals for improvement of skills and professional performance. The intern makes little or no revisions in classroom practice as a result of direct feedback.	The intern occasionally revises classroom practice as a result of observation and reflection. The intern occasionally evaluates and identifies personal strengths and weaknesses as they relate to student learning. The intern occasionally collaborates with colleagues to improve instructional knowledge and skills. The intern occasionally applies current literature about educational issues, trends, and practices. The intern occasionally sets goals for improvement of skills and professional performance. The intern revises classroom practice as a result of direct feedback.	The intern frequently revises classroom practice as a result of observation and reflection. The intern frequently evaluates and identifies personal strengths and weaknesses as they relate to student learning. The intern frequently collaborates with colleagues to improve instructional knowledge and skills. The intern frequently applies current literature about educational issues, trends, and practices. The intern frequently sets goals for improvement of skills and professional performance. The intern revises classroom practice as a result of direct feedback.	The intern consistently revises classroom practice as a result of observation and reflection. The intern consistently evaluates and identifies personal strengths and weaknesses as they relate to student learning. The intern consistently collaborates with colleagues to improve instructional knowledge and skills. The intern consistently applies current literature about educational issues, trends, and practices. The intern consistently sets goals for improvement of skills and professional performance. The intern revises classroom practice as a result of direct feedback.

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10. Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being	The intern makes little or no connections with parents or guardians about student progress or problems in a timely manner, using the methods prescribed by the school setting. The intern makes little or no contribution to the overall school as a learning community. The intern does not support school and division policies. The intern is insensitive to the social and cultural backgrounds comprising the school's learning community. The intern has not related to colleagues and parents in an ethical and professional manner and maintained confidentiality where appropriate.	The intern occasionally makes connections with parent or guardians about student progress or problems in a timely manner, using the methods prescribed by the school setting. The intern on occasion makes a contribution to the overall school as a learning community. The intern supports school and division policies. The intern is sensitive to the social and cultural backgrounds comprising the school's learning community. The intern relates to colleagues and parents in an ethical and professional manner and maintains confidentiality where appropriate.	The intern frequently makes connections with parent or guardians about student progress or problems in a timely manner, using the methods prescribed by the school setting. The intern frequently makes a contribution to the overall school as a learning community. The intern supports school and division policies. The intern is sensitive to the social and cultural backgrounds comprising the school's learning community. The intern relates to colleagues and parents in an ethical and professional manner and maintains confidentiality where appropriate.	The intern consistently makes connections with parent or guardians about student progress or problems in a timely manner, using the methods prescribed by the school setting. The intern consistently makes a contribution to the overall school as a learning community. The intern supports school and division policies. The intern is sensitive to the social and cultural backgrounds comprising the school's learning community. The intern relates to colleagues and parents in an ethical and professional manner and maintains confidentiality where appropriate.