

<http://www.tandl.vt.edu/TESH/>

TESH
*Teacher Education
in the Sciences and
Humanities*



College of Human Resources and Education

Internship Handbook

(revised 1/03)

Program Description:

The TESH program creates and applies pedagogical knowledge and emphasizes strong content knowledge in the preparation of teachers in the sciences and humanities. Graduate licensure programs in grades 6-12 are offered in English, science, and social studies. Graduate or undergraduate programs are offered in mathematics (grades 6-12), foreign language (K-12) and music (K-12). The licensure programs include coursework and experiences in social and psychological foundations of education, methods of teaching in the content areas, special education, instructional technology, reading in the content areas, and cognate disciplines. Students are required to complete an early field experience during the fall semester and a student teaching internship during the spring semester. All TESH licensure programs are fully accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Virginia Department of Education.

TESH Values and Beliefs

We in the Teacher Education Program in the Sciences and Humanities believe it is important to:

1. Identify and recruit talented prospective teachers from a diversity of backgrounds.
2. Use principles of exemplary practice, reflection and educational research to help prospective teachers develop a repertoire of effective teaching strategies.
3. Provide multiple opportunities for prospective teachers to learn, practice, reflect upon, and evaluate issues in the profession of teaching.
5. Assist prospective teachers to differentiate and adapt their teaching so that all students have the opportunity to be successful.

Teacher Inquiry

The TESH licensure programs are committed to the concept of teacher inquiry in education courses and the field experience/internship in the schools. Teacher inquiry is premised on the belief that prospective teachers learn about teaching and learning when they have the opportunity to intentionally investigate and reflect on their own teaching practices. Through dialogue and collaboration with peers, cooperating teachers, school personnel, and university faculty, prospective teachers generate questions and collect data related to pedagogical issues that emerge from their own teaching practices. As prospective teachers reflect on school experiences, the potential for learning about diverse cultures and communities, gender differences, social issues, and different approaches to curricula and pedagogy is enhanced. Teacher inquiry is a foundational concept that is essential in promoting life-long learning and reflective teaching practices.

Early Field Experience:

The student aide program is designed to provide prospective students in teacher preparation programs with an early field experience in schools during the fall semester. Graduate students serve as aides for one full day (weeks 1-5) and two full days per week (weeks 6-13). Undergraduates serve two half-days per week (weeks 6-13). The field experience is coordinated with the first content-specific methods course. This approach provides students the opportunity to plan activities and assignments that support teacher inquiry in the schools and gives students a baseline understanding of pedagogical issues and practices. Examples of activities include (1) shadow study of diverse learner; (2) prior knowledge interviews; and (3) lesson planning and assessment.

Internship:

As part of a professional licensure requirement, the internship program is designed to provide student teachers with the opportunity to learn the principles of exemplary practice in classroom settings by developing a repertoire of effective teaching strategies in collaboration with cooperating teachers. The internship is coordinated with the second content-specific methods course which provides students with support in unit and lesson planning, classroom management, assisting prospective teachers in meeting the needs of diverse learners, and reflecting on classroom teaching and learning. Students begin the internship for 1 days/week during the first five weeks for orientation, followed by 10 weeks of full time assignment in the schools.

Electronic Portfolio:

An electronic portfolio is required for TESH students in fulfilling the requirements for meeting professional teaching standards in content disciplines and the Interstate New Teacher Assessment and Support Consortium (INTASC). The following standards are reflected in the portfolio design and assessment:

- Teachers are committed to all students and their teaching.
- Teachers know the subjects and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Program Faculty:

Dr. Kathleen Carico, Program Advisor, English Education
 Dr. Tom Gatewood, Middle School Education, NOVA
 Dr. Steve Gilbert, Program Advisor, Science Education, NOVA
 Dr. George Glasson, Program Advisor, Science Education
 Dr. Terry Graham, Literacy Education
 Dr. David Hicks, Program Advisor, Social Studies Education
 Dr. Steve King, Program Advisor, Music Education
 Ms. Kris Lubbs, Program Advisor, Foreign Language Education
 Dr. Harold Mick, Math Education
 Dr. Skip Wilson, Program Advisor, Math Education
 Dr. Carl Young, English Education

For more information, contact:

Dr. Skip Wilson, Program Leader
 Teacher Education in the Sciences and Humanities
 303 War Memorial Hall
 Virginia Tech
 Blacksburg, VA 24061-0313
 e-mail: skipw@vt.edu

Program Participants

You are about to begin an exciting, exhausting and exhilarating experience - your student teaching internship. In this handbook, you will gain insights into what expectations are held for you. The following definitions will help create a common understanding of the terms used in the handbook:

Student Teacher Intern

The student teacher intern is a student enrolled in a professional licensure program participating in a school-based clinical experience. The student teacher intern will assume an increasing degree of responsibility in a real classroom under the supervision of a qualified classroom teacher and a university mentor. The intern should be able to apply knowledge of educational theory in terms of human growth and development, integrate subject matter in a classroom experience, and further prepare personally and professionally to assume a role as a beginning teacher.

University Mentor

The university mentor is a faculty member or graduate assistant who assists in your mentoring, supervision and evaluation. The university mentor also consults with the cooperating teachers so that a consistent and coordinated experience is provided for you.

Cooperating Teacher

The cooperating teacher is the professional educator who serves as the supervisor at the school where you are assigned. The cooperating teacher monitors your progress and provides opportunities for you to improve. The cooperating teacher is an experienced professional who will assist you as a beginning teacher.

Principal

The principal or his/her designee is a professional administrator at the school where you are assigned. The principal will support the preparation of teachers by defining school-wide expectations (e.g., share teacher handbook, discuss attendance at after-school meetings and/or night functions, discussing arrival/dismissal times, procedures for absenteeism, and policy regarding parent-teacher conferences); and explaining school-wide policies and student behavior expectations (e.g., discipline policies for students).

Program Advisor

The program advisor is a university professor responsible for the overall planning, management, supervision and evaluation of the internship experience. The program advisor will support you by formulating the criteria for successful field experiences in collaboration with participating school personnel, university mentors, and Virginia Tech faculty; coordinating the internship; and working with all participants on a needs basis as concerns arise. TESH program advisors include:

Guidelines for Student Teacher Interns

In making the transition from your life as a college student to your life as a professional educator, you are responsible for the continuation of your own learning as well as providing learning opportunities for your students. Information on teacher licensure in Virginia and the PRAXIS teacher examination and reciprocity agreements with other states can be found at the Center for Teacher Education homepage <http://www.chse.vt.edu/TeacherEd/>.

Before your beginning the internship you must have successfully completed an early field experience and taken all pre-requisite coursework as designated by your program advisor. Please make sure that you have completed an application form for student teaching available from Dr. Pat Kelly in the Center for Teacher Education. You must also have been formally accepted into the appropriate model and maintained a minimum QCA of 3.0.

In addition to the specific guidelines furnished by your program advisor, these general guidelines will assist you in assuming your professional duties:

1. Inform yourself of school policies generally found in a teacher handbook or policy manual. In addition, every school has its own unwritten customs and culture; observe and reflect carefully to learn about them.
2. Use moderation and good taste in dress, cosmetics, personal habits, speech and personal relations with students and faculty.
3. Be forthright and honest in all dealings.
4. Be open-minded in communicating (listening, talking and observing) with the cooperating teacher and other members of the staff.
5. Be courteous and helpful to all staff, teachers and students.

6. As part of your professional responsibility, you are expected to attend classes and seminars that are part of the internship. You are expected to arrive on time at school and other professional activities.
7. If you are ill and cannot attend school or class, contact the appropriate people. If you must miss school, contact your university mentor and cooperating teacher immediately. If you must miss class, contact your university mentor or program advisor immediately. If you are unable to participate in professional activities for any other reason, you must obtain prior approval from the program advisor.
8. In case of inclement weather, listen to the radio or TV for information about your school. Please be aware that you will adhere to your school's schedule for spring break, holidays and make-up days. This means that you will NOT take the university's spring break. If schools have make-up days scheduled for Saturdays or vacation days, you must be present for those professional obligations.
9. Part-time employment is discouraged during your student teaching experience. If, however, you must work, please inform your program advisor of your intentions. Efforts will be made to ensure that your employment does not interfere with your successful participation in professional activities and classes.
10. Substitute teaching in your assigned school division is usually not permitted during your internship. A substitute will be hired by the school division if your cooperating teacher is absent. You may substitute during semester break or after the conclusion of your internship. (Exceptions to this policy may vary among school divisions; please check with your program advisor for further information).
11. The internship usually involves several phases. You will consult with your cooperating teacher and university mentor to determine how and when you will assume your responsibilities within your assignment. Generally, you will have an orientation phase of 1 week, a shared responsibility phase of 4 weeks, a major responsibility phase of 4 weeks and a winding-down phase of 1 week. These phases are very flexible and should reflect the needs of your setting and students. The state requires a minimum number of hours of practice teaching for licensing purposes.

Internship Guidelines

As we look at the internship experience, we have found it helpful to divide it into four phases. The **orientation phase** is the period during which the teacher interns get to know the students, establish a professional bond with their cooperating teachers, and learn about the classroom environment and curriculum materials. At the end of this phase, the teacher interns should be aware of the daily routine of the classroom and understand the expectations that the cooperating teachers have for their students. In addition, it is helpful for the teacher intern and cooperating teacher to have developed a general plan for involving the teacher intern in the work of the classroom. This plan should be flexible and fit the style of the cooperating teacher within the context of the classroom environment as well as the needs of the teacher intern. This phase usually takes 1 week.

Subsequent to the orientation phase is the **shared responsibility phase**. During this phase, the cooperating teacher and teacher intern are engaged in collaborative lesson planning, team teaching, and assessment of student work. The teacher intern might begin this phase by following the teacher's plan or assisting in instruction. However, a major goal of this phase is to assist interns in developing skills necessary for planning. To this end we recommend the following: team planning and teaching with the cooperating teacher; developing lesson plans to be reviewed and commented on by the cooperating teacher before implementation; studying curriculum materials; and observing other teachers (including teachers in other content areas) to learn pacing, transitions, and a variety of methods and strategies. . The format of the plans is flexible and should be agreed upon by the cooperating teacher and teacher intern. The teacher intern should be reflecting extensively about their lessons during this phase which typically last 4 weeks.

The third stage of this experience may be referred to as the **major responsibility phase**. In this phase, the teacher intern may be evolving into extensive planning and instructional roles during their full time teaching experience. There will likely be variation among teacher interns as to the best time to move into this phase. However, no matter when the teacher intern assumes major responsibility, this is not to be interpreted as a time when the cooperating teacher should feel they must remove themselves from the classroom. While the teacher intern might be in action much of the time, the cooperating teacher might function as a consultant or even continue as a team teacher. We would hope that at this time of the experience that a productive collaborative relationship develops between the cooperating teacher and teacher intern. However, the amount of responsibility that teacher intern assume is dependent on the judgment of the cooperating teacher. This phase should last approximately 4 weeks.

During the **winding-down phase** (1 week), teacher interns should be concluding major instructional responsibilities such as grading and assessment of student work. During this time teacher intern should be reflecting about what they have learned in this placement and establishing goals for continued professional growth. (This goal construction process ought to be part of the final assessment process.) Because interns have had experience teaching by this time, observations of other teachers (as time permits) may take on new meaning. Teacher interns should also have an opportunity to conference together with the university mentor and cooperating teacher.

Legal Issues

1. *Liability of Teachers*

Government immunity cannot be claimed by a teacher, who, like any other citizen, may be held liable for negligence that results in an injury to another person. In order to prove negligence on the part of the teacher, a plaintiff (individual that has filed a suit) must show that the injury was sustained as a result of a breach of duty on the part of the teacher. Specifically, the Courts have ruled that the teachers owe three basic duties to their students, including adequate supervision, proper instruction, and maintenance in a state of reasonable repair of all equipment.

2. *Liability Issues for Teacher Interns*

Teacher interns in Virginia do not enjoy legal status since student teaching is not mentioned in state statutes. Therefore, the intern should avoid creating any situations that might eventually involve legal entanglements. Cooperating teachers remain responsible under the law for what occurs in the classroom regardless of their presence or absence. When cooperating teachers leave an intern in complete charge of a class, they do so at their own risk and may incur liability for injury resulting to pupils in their charge. Although the cooperating teacher may periodically leave the intern in charge of the class, the maturity level of the class, the intern's ability and the nature of the classroom activity must be taken into consideration before the cooperating teacher leaves the classroom.

As a protective measure, tort liability insurance is provided by the University for those students involved in practicum experiences which are a part of their programs of study. Liability insurance is automatically provided to those students who are members of the Student Virginia Education Association (SVEA).

3. *Legal Status*

The Commonwealth of Virginia ordinarily does not grant teaching licenses to convicted felons. You will be required to sign a statement indicating that you have not been convicted of a felony. Questions about this policy can be addressed to Dr. Pat Kelly. In addition, some school divisions require criminal background checks.

Evaluation in Student Teaching

The program advisor, university mentor and cooperating teacher have the responsibility to evaluate the work of teacher interns through a variety of means. As a teacher intern, you should also be developing means to judge your own professional growth. Evaluation is conducted throughout the ten-week internship. These evaluations are based on regular, formal and informal observations of the intern working with school students in a number of diverse settings.

Evaluation is continuous and ongoing throughout as you will be formally observed at a minimum of 2-3 times. A variety of evaluation formats are used in assessing the performance of teacher interns during their internship. Attached are two forms used by TESH faculty: (1) the "Assessment of Classroom Teaching" form which may be used to assess classroom teaching; and (2) "Teacher Intern Evaluation" form for mid-term and final evaluation of the student's internship experience. These forms may be used by cooperating teachers, university mentors, and program advisors.

The judgment of the cooperating teacher is important in arriving at a grade from the teacher intern. Final determination of a grade for the internship is the responsibility of the university mentor and program advisor. The program advisor or university mentor will provide other specific information on evaluation.

Teacher Education in the Sciences and Humanities
Department of Teaching and Learning
Virginia Tech

Assessment of Classroom Teaching

Teacher Intern _____ School/Class: _____

Name of Lesson _____ Date: _____

Observer _____

This assessment is designed to provide evidence for what beginning teachers should know and do according to criteria specified by the Interstate New Teacher Assessment and Support Consortium (INTASC). These criteria include:

1. Teachers are Committed to All Students and Their Teaching
2. Teachers Know the Subject and How to Teach Those Subjects to Students
3. Teachers are Responsible for Managing and Monitoring Student Learning
4. Teachers Think Systematically about Their Practice and Learn from Experience
5. Teachers are Members of Learning Communities

1. How was the lesson constructed and organized?

2. What strategies did the teacher use for engaging students in meaningful learning?

3. How did the teacher manage and monitor student learning?

4. How did the students respond to the activities?

6. What are suggestions for this lesson and for future planning?

Performance Indicators for INTASC Standards Student Teaching Intern Evaluation

The student teaching intern evaluation was developed with both short-term and long-term views of teacher development. The evaluation is grounded in the ten INTASC principles that guide beginning teacher development and assessment. However, the overlapping nature of some of the principles led to organizing the principles into the five overarching core propositions that define the National Board certification process (NBPTS). This “chunking” helps focus student teacher interns, supervising mentors, and cooperating teacher focus attention on students and their learning, content and pedagogical knowledge, managing and monitoring student learning, reflective practice, and learning communities. Additionally, programs have content standards that are evaluated in conjunction with this evaluation instrument or in separate instruments.

The following Performance Indicators for each of the INTASC principles were derived from an alignment with the Performance Indicators in the Virginia Department of Education Suggested Guidelines for Teacher Evaluation and the performances that explicate each INTASC principle. These Performance Indicators help to explain teaching behaviors that student teacher interns may exhibit when meeting a particular standard; they also serve as guides for observation, discussion, and reflection on practice. While the Indicators are listed separately, they are not intended as a checklist, for each Principle is more than the sum of its parts.

Please use the following scale and descriptors to reflect your assessment of the level that the student teacher intern has met each INTASC Principle. Our goal for the teacher preparation programs is that the majority of student teacher interns would exit at the Proficient for beginning teacher level. That is, a beginning teacher may have lessons in which the behaviors are demonstrated quite well, followed sometimes by lessons that show less than mastery of the desired behaviors. Learning to teach is a developmental activity. However, beginning teachers should be proficient to the extent that they can assume the responsibilities for a classroom.

- 3 - Distinguished: Consistently observed; consistently exceeds expectations for a beginning teacher.
- 2 - Proficient: Frequently observed; meets, sometimes exceeds, expectations for a beginning teacher.
- 1 - Basic: Occasionally observed; minimally meets expectations for a beginning teacher.
- 0 - Unsatisfactory: Not observed; does not meet expectations for a beginning teacher.

I. Teachers are Committed to All Students and Their Learning

_____The teacher intern understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development. (INTASC #2)

Performance Indicators:

- activates students' prior knowledge by linking ideas to already familiar ideas and making connections to their experiences
- encourages discussion
- listens and responds to group interaction
- elicits samples of student teaching orally and in writing
- shows respect for diverse talents of all learners
- uses students' strengths as a basis for growth and their errors as an opportunity for learning
- assesses individual and group performance in order to design instruction that meets learners' current needs and promotes further development

_____The teacher intern understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (INTASC #3)

Performance Indicators:

- selects materials and media that match learning styles of individual students
- provides for the instructional needs of all students, including remedial and enrichment/extension activities as necessary
- utilizes flexible grouping practices to respond to the diverse learning needs of students
- collaborates with resources teachers in developing activities for students with special learning needs
- encourages students to building on strengths while developing all areas of competence
- paces instruction appropriately with adequate preview and review of instructional components
- uses a variety of teaching strategies, including cooperative, peer and project-based learning, audiovisual presentations, lecture, discussions and inquiry, practice and application, and the teaching of others
- demonstrates respect for individual, cultural, religious, and racial differences of individuals and groups within the class
- believes that all children can learn at high levels and persists in helping all children achieve success

II. Teachers Know the Subject and How to Teach Those Subjects to Students

_____The teacher intern 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. (INTASC #1)

Performance Indicators:

- exhibits an understanding of and facility in explaining the subject area(s) taught
- uses appropriate literature and current resources and materials in the subject area(s)
- encourages students' academic curiosity, critical thinking, and diverse perspective
- modifies instruction to make topics relevant to students' lives and experiences
- demonstrates ability to engage and maintain students' attention and to recapture or refocus it as necessary
- provides clear and concise explanations of lessons
- checks for understanding with questions, review activities, and various assessment strategies
- creates interdisciplinary learning experiences

_____The teacher intern plans instruction based upon knowledge of subject matter, state and national standards, students, and the community. (INTASC #7)

Performance Indicators:

- bases instruction on goals that reflect high expectations, conceptual understanding of the subject, and the importance of learning
- matches content/skills taught to overall curriculum scope and sequence
- selects appropriate student objectives for lessons consistent with division guidelines and the Virginia Standards of Learning
- links objectives for instruction to prior student learning
- uses available resources to link student learning to the community
- designs appropriate learning activities that are clearly connected to instructional objectives
- develops lesson plans that are clear, logical, and sequential
- plans for learning opportunities that accommodate different learning styles and performances modes

_____The teacher intern understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills. (INTASC #4)

Performance Indicators:

- develops a variety of clear, accurate presentations and representations of concepts (lessons)
- monitors and adjusts strategies in response to learner feedback
- evaluates curricular materials for accuracy, currency, and student interest

- provides students with materials and media that are appropriate and challenging for their instructional levels
- encourages and guides the development of problem-solving skills and independent thinking in students

_____The teacher intern 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 (INTASC #6)

Performance Indicators:

- solicits comments, questions, examples, and other contributions from students throughout lessons
- uses questioning strategies effectively
- responds positively to student questions and encourages active engagement
- utilizes available technological materials and resources effectively to engage students in varied learning experiences
- uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression
- articulates clear learning goals and instructional procedures to students
- gives directions that are clear and reasonable and contain an appropriate level of detail
- uses a variety of media communication tools to enrich learning opportunities
- models effective communication strategies in conveying ideas and information
- provides support for student expression in speaking, writing, and other media
- communicates in ways that demonstrate sensitivity to cultural and gender differences

III. Teachers are Responsible for Managing and Monitoring Student Learning

_____The teacher intern 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. (INTASC #5)

Performance Indicators:

- encourages students to respect themselves and others
- communicates clear expectations for appropriate interactions among students
- models enthusiasm for and engagement in learning
- incorporates principles of equal opportunity and non-discrimination into classroom management
- provides equitable opportunities for student engagement in productive tasks
- promotes multicultural awareness, gender sensitivity, and the appreciation of diversity within the classroom
- engages students in individual and cooperative learning activities
- creates a smoothly functioning learning community

_____The teacher intern 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. (INTASC #8)

Performance Indicators:

- monitors student understanding on an ongoing basis and adjusts teaching when necessary
- utilizes multiple assessment practices congruent with instructional goals both in content and process
- effectively uses both teacher-made and standardized tests as appropriate
- uses student products as a source for assessment and instructional decisions
- demonstrates competence in the use of acceptable grading/ranking/scoring practices in recording and reporting student achievement
- maintains and uses organized records of student progress for instructional decisions
- communicates clear expectations for learning and behavior to students and parents

- uses pre-assessment data in developing expectations for students and as a basis for documenting learning gains
- provides prompt and meaningful feedback to students about performance and progress
- prepares tests that reflect the academic content studied
- provides opportunities for students to contribute to the development of criteria and standards as appropriate
- incorporates strategies to prepare students for SOL and standardized testing

IV. Teachers Think Systematically about Their Practice and Learn from Experience

_____The teacher intern 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. (INTASC #9)

Performance Indicators:

- evaluates and identifies areas of personal strength and weakness related to professional skills and their effect on student learning
- sets goals for improvement of skills and professional performance
- comprehends and applies current literature that enhances knowledge of educational issues, trends, and practices
- collaborates with colleagues to improve and enhance instructional knowledge and skills
- uses classroom observation and information about students to evaluate teaching and learning
- revises classroom practice based on reflection

_____The teacher intern responds well to constructive feedback.

Performance Indicators:

- I. revises classroom practice based on feedback
- II. analyzes other courses of action based on feedback
- III. seeks feedback

V. Teachers are Members of Learning Communities

_____The teacher intern fosters relationships with school colleagues, parents, and agencies in the larger community to support student' learning and well being. (INTASC #10)

Performance Indicators:

7. responds promptly to parental concerns
8. initiates communication with parents or guardians concerning student progress or problems in a timely manner
9. is sensitive to the social and cultural background of students and parents
10. uses multiple modes of communication to provide information to parents
11. promotes the value of understanding and celebrating school/community cultures
12. supports community partnerships and uses community resources to enhance learning
13. relates to colleagues, parents, and others in an ethical and professional manner
14. maintains confidentiality appropriate to teaching assignment
15. maintains effective working relationships with other teachers

_____The teacher intern demonstrates a professional attitude toward the community by learning and adhering to school policies.

Performance Indicators:

- supports school and division-wide policies, programs and activities
- makes a positive contribution to the overall climate of the school and division

- 36-31= Distinguished: Candidate's overall performance exceeds expectations for a beginning teacher
- 30-24= Proficient. Candidate's overall performance clearly meets expectations for a beginning teacher
- 23-12= Basic: Candidate's overall performance minimally meets expectations for a beginning teacher

• 11-0= Unsatisfactory: Candidate's overall performance does not meet expectations for a beginning teacher

Based upon your contact with this teacher intern, please indicate the following:

_____ I recommend _____ for a teaching job.

_____ I do not recommend _____ for a teaching job.

Signature _____ Date _____ Evaluation completed by (x):

Cooperating Teacher _____

University Mentor Program _____

Advisor _____

Teacher Candidate _____

Principle being Assessed	Unsatisfactory	Basic	Proficient	Distinguished
	0	1	2	3
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	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.	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.	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.	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.

Principle being Assessed	Unsatisfactory	Basic	Proficient	Distinguished
	0	1	2	3
2. Understands how students learn and develop and can provide learning opportunities that support a student's intellectual, social, and personal development.	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Principle being Assessed	Unsatisfactory	Basic	Proficient	Distinguished
	0	1	2	3
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.

Principle being Assessed	Unsatisfactory	Basic	Proficient	Distinguished
	0	1	2	3
4. Understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills	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.	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.	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.	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.

Principle being Assessed	Unsatisfactory	Basic	Proficient	Distinguished
	0	1	2	3
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	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.	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.	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.	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.

Principle being Assessed	Unsatisfactory	Basic	Proficient	Distinguished
	0	1	2	3
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	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.	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.	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.	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.

Principle being Assessed	Unsatisfactory	Basic	Proficient	Distinguished
	0	1	2	3
7. Plans instruction based upon knowledge of subject matter, state and national standards, students, and the community	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.	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.	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.	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.

Principle being Assessed	Unsatisfactory	Basic	Proficient	Distinguished
	0	1	2	3
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.	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	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	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	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

	strategies to prepare students for SOL and standardized testing.	intern incorporates strategies to prepare students for SOL and standardized testing.	intern incorporates strategies to prepare students for SOL and standardized testing.	prepare students for SOL and standardized testing.
--	--	--	--	--

Principle being Assessed	Unsatisfactory	Basic	Proficient	Distinguished
	0	1	2	3
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.

Principle being Assessed	Unsatisfactory	Basic	Proficient	Distinguished
	0	1	2	3
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.