Internship Evaluation Rubric

This rubric describes the clinical experience performance standards in the College of Education at the University of Mary Washington. It will be completed separately by the Mentor Teacher, University Supervisor, and Student Intern. Please see your evaluation calendar to determine the due dates for completion of the evaluation. If the average score for all standards is less than 3, or any individual standard is less than 3, the clinical experience/internship may be extended and materials resubmitted per instruction from your University Supervisor or Program Director.

The instrument draws on teaching standards from multiple sources, including the Interstate Teacher Assessment and Support Consortium (InTASC; https://www.ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10), Council for the Accreditation of Educator Preparation (CAEP; http://caepnet.org/standards/introduction) , and the Virginia Department of Education (VDOE; http://www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml). These standards guide teacher education programs and are a required part of our accreditation process. Each standard is listed below and rows have been developed to assess specific elements in each standard. When applicable, further explanation for some standards are included in the first column of the rubric. This assessment also meets the Virginia Department of Education (VDOE) Standards for the Professional Practice of All Teachers. Standards are tagged with the appropriate VDOE standard, as applicable. VDOE's technology standards for educators are assessed at the end of this document.

Standards:
InTASC Standard**s:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
CAEP Standards: 1.1, 1.2, 1.3, 1.4, 1.5
VDOE Standards: 1, 2, 3, 4, 5, 6,
Themes: Technology, Diversity, College-and-Career-Ready

Scoring Guidelines:
- **1 – Does not meet standard**: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this level.
- **2 – Approaching standard:** Candidates receive this score when their understanding and effort does not meet the target but shows basic understanding of the content being assessed.
- **3 – Meets standard:** This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.
- **4 – Exceeds standard:** Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their program. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.
- **Not Observed:** The standard was not observed or not observed enough for this standard to be scored. The score for this should be a "3". A plan to provide an opportunity for the candidate to demonstrate this skill must be developed.

Please provide the following:

Candidates First and Last Name: _____ Subject Area: _____

Mentor Teacher Name: _____ Grade Level(s): _____

University Supervisor Name: _____ Academic Semester (fall or spring): _____

Assigned School: _____ Academic Year: _____

School Division: _____

This form is being completed by:
☐ Mentor Teacher
☐ University Supervisor
☐ Intern

Please provide the following information:

Conference Date: _____

LEARNER AND LEARNING

InTASC 1 Learner Development The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

1.1 - The candidate applies appropriate learning theories recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

VDOE 1

☐ **1 Does Not Meet Standard**--Candidate displays little or no knowledge of the developmental characteristics of the age group.

☐ **2 Approaching Standard**--Candidate displays partial knowledge of the broad developmental characteristics of the age group.

☐ **3 Meets Standard**-- Candidate displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns across the cognitive, linguistic, social, emotional, and physical areas.

☐ **4 Exceeds Standard**-- In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, the candidate displays knowledge that individual learner development varies within and across the cognitive, linguistic, social, emotional, and physical areas.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

1.2 - The candidate designs and implements developmentally appropriate and challenging learning experiences.

VDOE 2   Diversity

☐ **1 Does Not Meet Standard**--Candidate lacks understanding how learners learn and does not seek information about developmentally appropriate learning experiences.

☐ **2 Approaching Standard**--Candidate recognizes the value of understanding how learners learn, but their knowledge is limited or outdated.

☐ **3 Meets Standard**--Candidate's knowledge of how learners learn is accurate and current. Candidate designs and implements developmentally appropriate and challenging learning experiences for both the class as a whole and individual learner.

☐ **4 Exceeds Standard**--Candidate demonstrates extensive and subtle understanding of how learners learn and applies this knowledge to the classroom community. The candidate implements a range of developmentally appropriate and challenging learning experiences for the class as a whole, small groups, and individual learners.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

LEARNER AND LEARNING

InTASC 2 Learning Differences The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.

2.1 - Candidate creates an environment that values individual differences and diverse cultures, and communities.

VDOE 1   Diversity

☐ **1 Does Not Meet Standard**--The candidate's plans and practice display little understanding of the relevance of individual differences to learning. The candidate provides minimal information to families about individual learners, or the communication is inappropriate to families' cultures. Candidate does not respond, or responds insensitively, to family or community concerns about learners.

☐ **2 Approaching Standard**--Candidate's plans and practice indicate some awareness of how to address individual differences to learning, although such knowledge may be inaccurate or incomplete. Candidate adheres to required school procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms

☐ **3 Meets Standard**--Candidate's plans and practice address individual learning differences. Candidate communicates with families about learners' progress on a regular basis, respecting cultural norms. Response to family concerns is handled with professional and cultural sensitivity.

☐ **4 Exceeds Standard**--Candidate's plans and practice consistently exhibit a variety of ways to meet individual differences to learning. Candidate frequently provides information to families related to learner progress, with learners contributing to the design of the system. Response to family concerns is handled with nuanced and complex professional and cultural sensitivity.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

2.2 Candidate ensures inclusive learning by addressing the needs of diverse learners.

VDOE 1   Diversity

☐ **1 Does Not Meet Standard**--Candidate does not monitor learning. Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.

☐ **2 Approaching Standard**--Candidate monitors the progress of the class as a whole but elicits no diagnostic information. Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for learning and achievement.

☐ **3 Meets Standard**--Candidate monitors the progress of groups of learners in the curriculum, making use of diagnostic prompts to elicit information. Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for learners.

☐ **4 Exceeds Standard**--Candidate actively and systematically gathers and uses diagnostic information from individual learners and monitors their progress, Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all learners.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

LEARNER AND LEARNING

InTASC 3. Learning Environments The candidate works with others to create face-to-face and/or virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation

3.1 Candidate organizes and manages face-to-face and/or virtual environments that support individual and collaborative learning. **VDOE 5   Technology   College-and-Career- Ready**

☐ **1   Does Not Meet Standard**--There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning. There is little to no allowance for collaborative learning.

☐ **2 Approaching Standard**--Candidate recognizes the value of safe and positive environments for learning, but these are not evident in all interactions. There is little allowance for collaborative learning.

☐ **3 Meets Standard**--Interactions in the classroom and/or virtual environments lead to safe and positive environments for learning. The classroom environment supports individual and collaborative learning.

☐ **4 Exceeds Standard**--Interactions in the classroom and/or virtual environments convey a safe, positive, and inclusive environment that supports individual and collaborative learning and meets the needs of both the group and individual learners.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

3.2 Candidate encourages positive social interaction, active engagement in learning, and self- motivation.

VDOE 5 College-and-Career-Ready

☐ **1   Does Not Meet Standard**--Activities and assignments are inappropriate for learners' age or background. Interactions with and among students may be negative or very limited. Learners are not engaged in learning.

☐ **2 Approaching Standards**--Candidate attempts to accommodate learners' questions or interests. Interactions with and among students are sometimes positive. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.

☐ **3 Meets Standard**--Candidate successfully accommodates learners' questions or interests. Interactions with and among students are positive. Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.

☐ **4 Exceeds Standard**--Candidate accommodates and builds on learner interests. Interactions with and among students are always positive and show consideration for others. All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

Learner and Learning Comment/Goals

Content Knowledge

InTASC 4. Content Knowledge The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery

4.1 Candidate understands the tools of inquiry and structures of the discipline. **VDOE 1**

☐ **1 Does Not Meet Standard**--Candidate makes content errors or does not correct errors made by learners. Candidate's plans and practice display little understanding of the tools of inquiry and structures of the discipline.

☐ **2 Approaching Standard**--Candidate is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another or other content areas. Candidate has a basic understanding of content-area tools of inquiry.

☐ **3 Meets Standard**-- Candidate displays knowledge of important concepts in the discipline and how concepts relate to one another. There is occasional mention of interdisciplinary links and tools of inquiry.

☐ **4 Exceeds Standard**--Candidate displays extensive knowledge of important disciplinary and interdisciplinary concepts and tools of inquiry.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

4.2 Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. **VDOE 3 Diversity**

☐ **1 Does Not Meet Standard**--Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others. Learners do not demonstrate mastery or understand the purpose of the instruction.

☐ **2 Approaching Standard**--Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Some, but not all, learners show mastery and understanding of content's value and relevance.

☐ **3 Meets Standard**--Candidate conveys enthusiasm for the content. Learners show mastery and often demonstrate understanding of the content's value and relevance.

☐ **4 Exceeds Standard**--Candidate conveys passion for the content and creates relevant and authentic learning experiences. Learners consistently demonstrate mastery and understanding of the content's value and relevance.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

Content Knowledge

InTASC 5. Content Application The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and/or global issues.

5.1 Candidate connects concepts and uses different perspectives and resources to engage learners in critical thinking, creativity, and collaborative problem solving. **VDOE 2   College-and-Career-Ready**

☐ **1 Does Not Meet Standard**--Candidate does not use resources while teaching, and does not connect concepts or address different perspectives. Leads learners to a basic level of learning and recall; no evidence of critical, creative, or collaborative thinking in lessons.

☐ **2 Approaching Standard**--Candidate uses resources rarely, and only sometimes connects concepts or shares different perspectives. Critical, creative, and collaborative thinking are minimally present in lessons.

☐ **3 Meets Standard**--Candidate uses resources occasionally; connects concepts, shares different perspectives, and encourages critical thinking, creativity, and collaborative problem in some lessons, but not all.

☐ **4 Exceeds Standard**--Candidate uses resources often, connects concepts to one another clearly, and shares a range of perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

5.2 Candidate plans rigorous, sequenced instruction related to authentic local and/or global issues.
 VDOE 5   Diversity   College-and-Career-Ready

☐ **1 Does Not Meet Standard**--Outcomes represent low expectations for learners and lack of rigor. Lesson plans do not reflect a sequence of learning and have no connection to authentic local and/or global issues.

☐ **2 Approaching Standard**--Outcomes represent moderately high expectations and rigor. Some plans reflect important learning in the discipline and at least some connection to a sequence of learning but have little connection to authentic local and global issues.

☐ **3 Meets Standard**--Outcomes represent high expectations and rigor and important learning in the discipline. Plans exhibit a sequence of learning with connection to authentic local and global issues.

☐ **4 Exceeds Standard**--All outcomes represent high expectations and rigor and important learning in the discipline. Plans connect to a consistent sequence of learning both in the discipline and in related disciplines. Connection to authentic local and global issues is consistently found in lessons.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

Content Knowledge Comments/Goals

INSTRUCTIONAL PRACTICES

InTASC 6. Assessment The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.

6.1 Candidate uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making. **VDOE 4   College-and-Career-Ready**

- ☐ **1 Does Not Meet Standard**--Candidate uses one or no methods of assessment. Candidate does not yet involve learners in decision making.

- ☐ **2 Approaching Standard**--Candidate uses differing methods of assessment but they are limited in scope. Candidate does not involve learners in decision making.

- ☐ **3 Meets Standard**--Candidate uses multiple methods of assessment to monitor learner progress and guide teacher and learner decision making.

- ☐ **4 Exceeds Standard**--Candidate uses multiple methods of assessment that have been adapted for individual learners, to guide teacher and learner decision making.

- ☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

6.2 Candidate uses formative assessment to monitor and adjust instruction and to guide the learners' decision making. **VDOE 4**

- ☐ **1 Does Not Meet Standard**--Candidate does not incorporate formative assessments. Candidate does not adjust instruction or involve learners in decision making.

- ☐ **2 Approaching Standard**--Candidate's use of formative assessment is rudimentary, including only some instructional outcomes. Candidate does not adjust instruction and rarely involves learners in decision making.

- ☐ **3 Meets Standard**--Candidate uses varied formative assessments to monitor instruction. Candidate uses information from the assessments to make future instructional decisions; the learner may not be fully involved in the process.

- ☐ **4 Exceeds Standard**--Candidate uses varied formative assessments that have been adapted for individual learners, to guide teacher and learner decision making.

- ☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

INSTRUCTIONAL PRACTICES

InTASC 7. Planning for Instruction

The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

7.1 Candidate plans instruction to support every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.

VDOE 2   Technology

☐ **1 Does Not Meet Standard**--Outcomes represent low expectations for learners and lack of rigor. Plans do not demonstrate candidate's knowledge of Virginia Standards of Learning, digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.

☐ **2 Approaching Standard**--Outcomes represent low or mixed expectations and rigor for students. Plans demonstrate some knowledge of Virginia Standards of Learning, digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.

☐ **3 Meets Standard**--Outcomes represent high expectations and rigor for most learners and important learning in the discipline. Planning includes Virginia Standards of Learning. Plans exhibit knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.

☐ **4 Exceeds Standard**--Outcomes represent high expectations and rigor for all learners and important learning across disciplines. Planning includes Virginia Standards of Learning from multiple content areas. Plans demonstrate extensive knowledge of digital-age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

7.2 Candidate effectively plans instruction based on knowledge of learners and the community context. **VDOE 2 Diversity**

☐ **1 Does Not Meet Standard**--Candidate's lessons do not reflect an understanding of learners and the context of the community.

☐ **2 Approaching Standard**--Candidate's lessons reflect a basic understanding of the learners and the context of the community.

☐ **3 Meets Standard**--Candidate's lessons reflect an understanding of the learners and the context of the specific communities represented in the classroom.

☐ **4 Exceeds Standard**--Candidate's lessons reflect extensive understanding of the learners and the context of the specific communities represented in the classroom.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

Instructional Practices

InTASC 8. Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

8.1 The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of   content areas and their connections.   **VDOE 3   College-and-Career-Ready**

☐ **1 Does Not Meet Standard**--Candidate does not use a variety of instructional strategies or leads learners to a surface understanding of content areas and their connections. Does not build meaningful knowledge and skills.

☐ **2 Approaching Standard**--Candidate understands and uses a variety of instructional strategies to encourage learners to develop understanding of content areas and their connections, and to build meaningful knowledge and skills.

☐ **3 Meets Standard**--Candidate understands and uses a variety of instructional strategies to encourage learners to develop understanding of content areas and their connections, and to build meaningful knowledge and skills.

☐ **4 Exceeds Standard**--Candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build meaningful knowledge and skills.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

Instructional Practices Comments/Goals

PROFESSIONAL RESPONSIBILITY

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

9.1 Candidate engages in ongoing professional learning. **VDOE 6**
- ☐ **1 Does Not Meet Standard**--The candidate engages in no professional development activities to enhance knowledge or skill.

- ☐ **2 Approaching Standard**--The candidate participates in professional activities to a limited extent or only when required.

- ☐ **3 Meets Standard**--The candidate engages in ongoing opportunities for professional development to enhance content knowledge and pedagogical skill.

- ☐ **4 Exceeds Standard**--The candidate seeks out opportunities for professional development that addresses personal goals and a systematic approach to continual learning.

- ☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

9.2 Candidate uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community). **VDOE 6   Diversity**
- ☐ **1 Does Not Meet Standard**--Candidate does not evaluate practice or offer suggestions for future instruction. Candidate does not reflect or demonstrate an awareness of how their actions affect others.

- ☐ **2 Approaching Standard**--Candidate evaluates practice in a basic way. Candidate may offer general suggestions to improve instruction, but does not address how their choices and actions affect others.

- ☐ **3 Meets Standard**--Candidate evaluates their practice and identifies revisions for future instruction. Candidate reflects upon how the learners, families, other professionals, and the community affect teacher choices and actions.

- ☐ **4 Exceeds Standard**--Candidate evaluates their practice and identifies specific revisions for future instruction. Evaluation draws upon an extensive repertoire of skills. The candidate offers specific alternative actions and considers how the actions will affect learners, families, other professionals, and the community.

- ☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner. **VDOE 6**

☐ **1 Does Not Meet Standard**--Candidate is not ethical in interactions with colleagues, learners, and the public. Candidate does not adapt teaching practice to meet learners' needs.

☐ **2 Approaching Standard**--Candidate is ethical in interactions with colleagues, and classroom instruction and sometimes adapts teaching practice for learners' needs.

☐ **3 Meets Standard**--Candidate displays high ethical standards, including honesty, integrity, and confidentiality, in instructional planning and interactions with colleagues, learners, and the public. Candidate adapts instruction for learners' needs.

☐ **4 Exceeds Standard**--Candidate consistently exhibits the highest ethical standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues to uphold ethical practices. Candidate consistently adapts practice to meet learners' needs.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

PROFESSIONAL RESPONSIBILITY
InTASC 10. Leadership and Collaboration
The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using to ensure learner growth and to advance the profession.

10.1 Candidates seeks appropriate leadership roles and opportunities to take responsibility for learning. **VDOE 6**

☐ **1 Does Not Meet Standard**--Candidate does not engage in leadership roles or take responsibility for meeting their learning gaps.

☐ **2 Approaching Standard**--Candidate participates in leadership activities to a limited extent, generally only when they are required. Candidate shows some responsibility for meeting their learning gaps.

☐ **3 Meets Standard**--Candidate accepts leadership roles that enhance learning. Candidate is aware of areas for growth and takes responsibility for learning gaps.

☐ **4 Exceeds Standard**--Candidate seeks out opportunities for leadership roles that enhance content knowledge and pedagogical skill. Candidate reflects often on areas for growth and takes responsibility for meeting learning gaps.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

10. 2 Candidate collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.
 VDOE 6   ~~Technology~~   **Diversity**   **College-and-Career-Ready**

☐ **1 Does Not Meet Standard**--Candidate's relationships with colleagues, families, school professionals and the learner are negative or very limited.

☐ **2 Approaching Standard**--Candidate maintains relationships with colleagues and the community to fulfill responsibilities required by the school or district.

☐ **3 Meets Standard**--Candidate ~~uses digital tools and resources to~~ collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

☐ **4 Exceeds Standard**--Candidate takes initiative and collaborates with learners, families, colleagues, other school professionals, and the community. Candidate takes leadership among faculty ~~to support the use of digital tools and resources~~ to ensure learner growth and to advance the profession.

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

Professional Responsibility Comments/ Goals:

TECHNOLOGY

11.1 - Candidate designs and implements technology-enhanced learning experiences that engage diverse learners in a variety of educational settings.
INTASC 1 VDOE 2 Technology   Diversity

- ☐ **1 Does Not Meet Standard**-- Candidate lacks understanding of how ~~learners learn and does not~~ to use technology as an instructional tool.

- ☐ **2 Approaching Standard**-- Technology is used as an instructional tool, but the technology used is not appropriate for the task or developmental characteristics of the age group.

- ☐ **3 Meets Standard**-- Candidate designs and implements technology as an instructional tool and uses it to create developmentally appropriate and challenging learning experiences for both the class as a whole and individual learners.

- ☐ **4 Exceeds Standard**-- The candidate implements a range of enhanced technology, developmentally appropriate and challenging learning experiences for the class as a whole, small groups, and individual learners.

- ☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

11.2 – Digital tools are used to monitor learner progress, and to guide teacher and learner decision-making through multiple methods of assessment.
INTASC 6   VDOE 4   Technology

- ☐ **1 Does Not Meet Standard**-- Candidate uses one or no method of assessment that includes digital tools.

- ☐ **2 Approaching Standard**-- Candidate uses one or more simple digital tools to monitor learner progress and guide teacher decision making. Candidate uses different digital tools as methods of assessment but they are limited in scope.

- ☐ **3 Meets Standard**--Candidate uses a variety of digital tools to monitor learner progress and guide teacher and learner decision making.

- ☐ **4 Exceeds Standard**-- Candidate uses an extensive repertoire of digital tools, including those that have been adapted for individual learners, to guide teacher and learner decision making.

- ☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

11.3 - The candidate shall be able to use educational technologies for communication, and presentation with learners, families, colleagues, other school professionals, and community members to ensure learner growth..
INTASC 10   VDOE 6   Technology   Diversity   College-and-Career Ready

☐ **1 Does Not Meet Standard**-- Candidate's communication with colleagues, families, school professionals and learners using digital tools are negative or very limited.

☐ **2 Approaching Standard**-- Candidate maintains communication with colleagues and the community using some digital tools to fulfill responsibilities assigned by the school or district.

☐ **3 Meets Standard**-- Candidate uses digital tools and resources to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth.

☐ **4 Exceeds Standard**-- Candidate takes leadership roles among faculty to support the use of digital tools and resources for communication to ensure learner growth..

☐ **Not Observed**

If the score is a 1 or 2, please include your plan for improvement:

Technology: