

Introduction to the Performance Level Descriptors

Each performance indicator includes a rating system describing the varied levels at which candidates may perform expected skills. These leveled ratings are called performance level descriptors. The performance level descriptors range from **Not Observed** to **Accomplished**. Each performance level descriptor is inclusive of the levels prior. For example, a candidate performing at the **Competent** level of a performance indicator, is assumed to be demonstrating the skills described in the **Developing** level, as well. While each performance indicator has its own specific performance level descriptors, the following guidance clarifies the levels of performance across indicators.

0 Not Observed - There is little to no evidence that the candidate meets the performance expectation for the indicator. This rating may be appropriate for some performance indicators early in the internship placement when candidates have had insufficient time or opportunity to demonstrate required skills. It is expected that candidates will have had the opportunity to demonstrate at least some of the skills in every performance indicator by the end of their placements. Therefore, use of the *Not Observed* rating at the end of the semester means that the candidate is not meeting the expectations of the standard to any degree. ***If this rating is used at the end of the part-time placement or middle of the full-time placement, a plan must be developed to ensure that the candidate has the opportunity to develop and demonstrate this skill.***

1 Developing - The candidate demonstrates some, but not all, aspects of the performance indicator. The candidate may require frequent and direct support from the mentor teacher to demonstrate elements of the performance indicator. ***Ratings in this range are expected early in the internship. It is likely that candidates will have a mix of Developing and Competent ratings at the end of the part-time internship semester.***

2 Competent - The candidate consistently and independently demonstrates a majority of the skills described in the performance indicator, requiring limited direct support from the mentor teacher. This rating is indicative of a teacher candidate who is prepared to move into a position as an independent first-year teacher. ***This is the target score for the end of the full-time placement.***

3 Accomplished - The candidate consistently and independently demonstrates the skills described in the performance indicator at the level of a fully licensed, practicing teacher. ***Selection of this rating requires detailed and specific evidence that candidate performance exceeds expectations for individuals at the end of their teacher preparation program.***

Some performance indicators are designated as non-negotiables. Interns must earn at least a “competent” rating on each of these by the end of the full-time placement to pass the internship evaluation with a grade of B. These are: 1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 6.1, and 7.2. They are marked with an asterisk. Please see the course syllabus for additional grading information.

Internship Information

Candidate's First & Last Name:
Mentor Teacher Name:
University Supervisor Name:
Assigned School:
School Division:
Subject Area(s):
Grade Level(s):
Academic Semester (fall or spring):
Academic Year:

LEARNERS & THE LEARNING ENVIRONMENT - InTASC Standards 1, 2, & 3

Focus: The candidate **demonstrates and applies theoretical knowledge** of developmental patterns and diverse learners' characteristics to meet learner needs and create a positive, inclusive learning environment.

***Performance Indicator 1.1** The candidate **demonstrates accurate understanding of how learners grow and develop** in cognitive, linguistic, social, emotional, and physical areas. (InTASC 1; VDOE 1,6)

Examples: *Learning activities, schedules, routines, and choice of language reflect appropriate developmental expectations for the age group; differentiated activities address developmental differences for groups and/or individual learners; activities and the environment reflect student interests.*

Possible data sources: *lesson plans, direct observations, class schedule, posted routines, candidate journals/reflections; examples shared by candidates or mentor teachers during conferences*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate has an accurate understanding of learner growth and development.

1 Developing - The candidate demonstrates generally accurate knowledge of how learners in the age group grow and develop when designing and/or implementing learning experiences, schedules, or routines for the whole class.

2 Competent - The candidate consistently demonstrates accurate knowledge of how learners in the age group typically grow and develop and the specific developmental characteristics of the class when designing and implementing learning experiences and routines. The candidate recognizes developmental patterns and changes in groups of learners within the class and incorporates information about learners' strengths, needs, and interests when designing learning experiences for the whole class and groups of learners.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate recognizes developmental patterns evident in individuals. The candidate actively seeks information about learners' strengths, needs, and interests and incorporates this information into learning experiences for

the whole class, groups of learners, and individual students.

***Performance Indicator 2.1** The candidate **develops and applies understanding of learners' commonalities and individual differences within and across diverse communities** as evidenced by inclusive **learning experiences** that enable each learner to meet high standards. (InTASC 1, 2; VDOE 1,6)

Examples: *Obtains information about learner differences through formal records, consultations with colleagues, or information from parents and students; seeks learner input about preferences and interests; participates in conferences or child study meetings; adjusts lesson plans or lesson delivery to meet student needs.*

Possible data sources: *lesson plans, observations, journal reflections*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate develops and applies understanding of learners' commonalities and individual differences.

1 Developing - The candidate applies general information about second language acquisition, exceptional needs, and/or learners' prior educational experiences. The candidate implements some approaches to learning that engage learner preferences or provide needed supports. The candidate is aware of interventions, modifications, and accommodations required by IEPs, 504 plans, and/or other student support plans, but may need reminders to implement those requirements.

2 Competent - The candidate collects specific information about second language acquisition, exceptional needs, and/or prior educational experiences related to learners in the classroom in preparation for instructional planning and delivery. The candidate incorporates multiple approaches to learning that engage learner preferences and provide needed supports enabling each learner to meet high standards. The candidate consistently applies interventions, modifications, and accommodations required by IEPs, 504 plans, and/or other student support plans.

3 Accomplished - The candidate demonstrates mastery of all the indicators at the Competent level consistently and independently, using a variety of sources, including student input, to develop deep knowledge of learners' characteristics. In addition to consistent implementation of all forms of student support plans, the candidate identifies additional materials, resources, or technology that address exceptional learning needs including disabilities and giftedness.

***Performance Indicator 2.2:** The candidate uses understanding of individual differences, diverse cultures, and communities to **ensure culturally inclusive and responsive learning environments**. (InTASC 2, 3; VDOE 6)

Definitions: *Examples of **social and cultural diversity** include, but are not limited to, gender, race, ethnicity, language, ability, and socioeconomic status. **Accessibility** allows individuals with diverse abilities to experience similar benefits and ease of use with spaces, materials, and technology.*

Examples: *Incorporates primary language resources into instruction; classroom materials include texts and images representing all forms of diversity present in the classroom; learners are encouraged to use their primary language or language modality (e.g., sign language, AAC) to facilitate and transfer learning; celebrations are inclusive of varied cultures and beliefs; physical spaces, materials, and technology are accessible to all students*

Possible data sources: *observations, journals/reflections, lesson materials*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate uses understanding of individual differences or diverse cultures and communities to ensure a culturally inclusive and responsive learning environment.

1 Developing - The candidate identifies the presence or absence of texts, materials, and learning experiences that represent individual, social, and cultural diversity. The candidate describes varied communication strategies that may be needed by students and/or families but is not consistent in using them. The candidate identifies factors influencing the accessibility of spaces, materials, or technology.

2 Competent - The candidate uses texts, materials, and learning experiences that represent individual, social, and cultural diversity and uses those to foster inclusivity. The candidate consistently uses communication strategies that are inclusive of the language, ability, cultural, social, and literacy needs of students and/or families. The candidate adjusts classroom spaces, materials, and available technology to be fully accessible to all students.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate identifies, analyzes, selects, and uses texts, materials, and learning experiences that represent and foster inclusivity. The candidate proactively designs accessible spaces, materials, and/or technology experiences.

***Performance Indicator 3.1** The candidate collaborates with others to **build a positive learning climate** marked by respect, rigor, and responsibility. (InTASC 3; VDOE 6)

Definitions: *Collaboration involves the candidate intentionally working with at least one other person (e.g., colleague, administrator, student, family member), with all parties sharing ideas related to building a positive learning environment.*

Examples: *clearly and positively stated expectations; candidate acknowledges positive behaviors and teaches alternatives to behaviors of concern; students assist in developing expectations or resolving concerns*

Possible data sources: *observations, journals/reflections*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate uses strategies to build a positive learning climate.

1 Developing - The candidate describes expectations for a safe and positive learning environment but may be inconsistent in communicating or reinforcing expectations with learners. The candidate tells learners what is expected but may not directly engage them in conversations about these expectations. The candidate's verbal and nonverbal communication generally demonstrate respect for each learner.

2 Competent - The candidate clearly and consistently communicates expectations for a safe and positive learning environment to learners and other members of the classroom community (e.g., classroom visitors, specialists). The candidate consistently teaches and positively reinforces expectations. The candidate engages students in discussions about expectations and responsibilities. The candidate's verbal and nonverbal communication consistently demonstrates respect for each learner.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate collaborates with learners in establishing expectations for the learning environment and engages learners in sharing expectations in the classroom, and with families and/or the school community. The candidate actively promotes positive peer relationships by modeling and coaching respectful verbal and nonverbal social interactions.

***Performance Indicator 3.2** The candidate **manages the learning environment**, whether in person or virtual, to **engage learners actively**. (InTASC 3; VDOE 6)

***Examples:** Clearly taught routines for transitions to promote safety and efficiency; students are assigned classroom jobs; students have assigned roles for collaborative work; materials are stored in organized and accessible ways; digital resources are organized and readily accessible; students have multiple opportunities to respond to content and in different modalities*

***Possible data sources:** observations; examples provided by candidate or mentor teacher during conferences*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate uses strategies for managing the learning environment or actively engaging students in learning.

1 Developing - The candidate uses some strategies for organizing time, space, and/or materials to minimize loss of instructional time. The candidate uses activities that promote active learner engagement in some lessons. The candidate may periodically use varied grouping structures.

2 Competent - The candidate consistently organizes and uses resources (e.g., time, space, and materials) to promote learner engagement and minimize loss of instructional time. The candidate uses a variety of whole group, small group, and individual learning activities with the intention of promoting learner engagement. The candidate provides opportunities for learners to use interactive materials and/or technologies.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently to make full use of instructional time. In addition, the

candidate actively engages learners in organizing and managing time, space, and/or materials in the learning environment. The candidate implements strategies to promote learner self-direction.

Narrative Discussion for Learners & the Learning Environment:

What strengths does the candidate have related to understanding and applying knowledge of developmental patterns and diverse learners' characteristics? How do these strengths result in meeting learner needs or creating a positive, inclusive learning environment?

What specific skills, concepts, or practices need to be further developed to achieve competency in this area?

What specific action steps are suggested? (Include a plan to address any indicators that were *Not Observed*.)

CONTENT KNOWLEDGE & APPLICATIONS - InTASC Standards 4 & 5

Focus: The candidate understands the grade or content area standards and effective methods or strategies for engaging learners in the work of the content area. The candidate uses content knowledge and teaching practices associated with the content area(s) to create deeply meaningful learning experiences for learners.

***Performance Indicator 4.1** The candidate understands the central concepts of the discipline(s), relationships between those concepts, and tools of inquiry used to help students build meaningful knowledge of the discipline(s). (InTASC 4, VDOE1)

Definitions: Tools of inquiry refer to the materials, technology, methods, and strategies used to help learners understand the content area.

Examples: Uses content-specific learning activities associated with the verbs of the standards (e.g., investigate, analyze, compare, create); accurate use of content vocabulary and academic language; documents plan for addressing common misconceptions in lesson plans

Possible data sources: lesson plans, observations

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate understands the central concepts of the discipline, or the tools, methods, and strategies used to teach the discipline.

1 Developing - The candidate has emerging understanding of the core knowledge of the discipline(s), with some awareness of how different facts, concepts, and skills within the discipline relate to each other. The candidate may rely heavily on teaching resources to clarify their own understanding. The candidate is generally accurate in communicating concepts, processes, and knowledge associated with content standards to learners. The candidate identifies some effective practices that can be used to teach central concepts.

2 Competent - The candidate broadly understands the core knowledge of the discipline(s) and how different facts, concepts, and skills within the discipline relate to each other. The candidate accurately communicates concepts and processes to learners, periodically relying on reliable teaching resources to clarify their own understanding. The candidate identifies one or more best practices from current research that can be integrated into instruction. The candidate begins to anticipate learner needs and/or misconceptions about content and proactively plans explanations, supports, or differentiation to address those needs.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently and demonstrates deep content knowledge. Additionally, the candidate identifies and incorporates best practices derived from current research into multiple instructional activities. The candidate analyzes learner work identifying patterns of misconceptions, then actively seeks out or develops resources to address gaps in learner understanding.

Performance Indicator 4.2 The candidate **creates learning experiences that make content accessible and meaningful for learners** to assure mastery of the content. (InTASC 4, VDOE 1)

Examples: *Uses multiple representations of content (e.g., text, audio, tactile, graphic/image-based, technology); connects content to prior learning experiences or real-world experiences; students have opportunities to use tools and resources associated with the discipline; candidate provides review of prerequisite skills before teaching new concepts*

Possible data sources: *lesson plans; notes added to mentor teacher lesson plans; observations*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate creates learning experiences that make content accessible and meaningful for learners.

1 Developing - The candidate primarily uses learning activities developed by the mentor teacher (or others), with minor adjustments. The candidate sometimes connects new concepts to familiar concepts to promote learner connections. The candidate sometimes engages students in actively using tools, resources, or strategies associated with the discipline, but may tend to be more teacher-directed in presenting content.

2 Competent - The candidate creates learning experiences that incorporate multiple representations and explanations of content. Instruction is systematically sequenced providing instruction or review of prerequisite skills before new concepts are introduced. The candidate links new concepts to familiar concepts to promote learner connections. The candidate actively engages students in using tools, resources, and strategies associated with the discipline. The candidate creates scaffolded opportunities for learners, including those with diverse abilities and linguistic backgrounds, to use content vocabulary and demonstrate knowledge.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent

level consistently and independently. Additionally, the candidate engages learners in identifying connections between prior learning and new concepts. The candidate guides learners in critical thinking processes and provides scaffolding to support all learners in communicating complex thinking (e.g., explanation, analysis, synthesis).

Performance Indicator 5.1 The candidate connects concepts, perspectives from varied disciplines, and interdisciplinary themes to real-world problems and issues. (InTASC 5, VDOE 3)

Definitions: *Interdisciplinary themes* may include traditional cross-content connections (e.g., history and language arts), or broader disciplinary connections such as technology, financial literacy, health, communication, environmental issues, or civic engagement.

Examples: *Applied approaches to learning (problem-based, inquiry-based, project-based); students encouraged to respectfully share ideas, opinions, and experiences.*

Possible data sources: *lesson plans, observations, journals/reflections; goals*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate connects concepts, varied perspectives, and interdisciplinary themes to real-world applications of content.

1 Developing - The candidate occasionally uses instructional materials and/or activities that expose learners to a variety of perspectives, such as the ideas, opinions, or experiences of their peers. The candidate occasionally provides examples of real-world applications for concepts.

2 Competent - The candidate regularly uses instructional materials and/or activities that expose learners to a variety of perspectives (e.g., peers, varied media/multimedia resources, different theories of the discipline). In some lessons, the candidate identifies relationships between content-specific concepts and other disciplines or interdisciplinary themes. The candidate engages learners in applying knowledge and skills to address real-world issues.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate analyzes, selects, and uses instructional materials and/or activities designed to expose learners to a variety of perspectives. The candidate frequently engages learners in applying knowledge and skills to address real-world issues.

Performance Indicator 5.2 The candidate engages learners in critical thinking, creativity, collaboration, and communication to address authentic local and global issues. (InTASC 5, VDOE 3)

Definitions: *Local and global issues* refer to developmentally appropriate contexts in which students could apply content knowledge or skills beyond the classroom.

Examples: *Uses leveled prompts and/or probing questions to guide learners in critical thinking and problem solving; learners communicate learning in a variety of formats (e.g.,*

verbal, written, creative); learners collaborate to gather, organize, evaluate, and/or communicate information from a variety of resources; provides guidance for respectful communication and collaboration behaviors; think-pair-share; Socratic seminars

Possible data sources: *observations, lesson plans*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate engages learners in critical thinking, creativity, collaboration, or communication.

1 Developing - The candidate occasionally implements learning experiences that guide learners in using communication skills and either critical thinking or creativity. The candidate sometimes uses partner or small-group work to promote collaboration and communication.

2 Competent - The candidate creates multiple learning experiences that guide learners in using critical thinking, creativity, and communication skills to address authentic issues. The candidate regularly engages students in activities that promote collaboration. The candidate provides opportunities for learners to demonstrate their learning in varied and creative ways (e.g., speaking, writing, model making, visual representations; individually or in groups).

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate creates learning experiences in which learners apply critical thinking, creativity, and/or communication skills to authentic issues that exist beyond the classroom. The candidate structures collaborative interactions in which learners ask questions and respectfully challenge assumptions.

Narrative Discussion for Content Knowledge & Applications:

What strengths does the candidate have related to understanding and using grade or content area standards or teaching practices associated with the content area(s)? How do these strengths result in meaningful learning experiences for students?

What specific skills, concepts, or practices need to be further developed to achieve competency in this area?

What specific action steps are suggested? (Include a plan to address any indicators that were *Not Observed*.)

ASSESSMENT, PLANNING, & INSTRUCTION - InTASC Standards 6, 7, & 8

Focus: Indicators 6.1, 6.2, and 6.3 focus on assessment and analysis of assessment data. Indicators 7.1, 7.2, and 7.3 focus on lesson planning. Indicators 8.1 and 8.2 focus on the delivery of instruction.

***Performance Indicator 6.1** The candidate **uses, designs, or adapts multiple methods of assessment** to document, monitor, and support learner progress appropriate for learning goals and objectives. (InTASC 6, VDOE 4, 8)

Examples: Questioning techniques to check student understanding; formative assessments may include candidate monitoring of student verbal responses/conversation, exit tickets, or other work samples; summative assessments may include tests or projects; assessments list standards evaluated

Possible data sources: observations, sample assessments, Impact Study

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate uses assessment to document, monitor, and support learner progress.

1 Developing - The candidate uses existing formative and/or summative assessments. The candidate analyzes assessment data to evaluate the effectiveness of class-wide instruction. The candidate identifies standards and/or learning objectives that are evaluated by an assessment.

2 Competent - The candidate uses and designs or adapts classroom **formative and summative assessments**, matching learning objectives to assessment methods. The candidate analyzes data from multiple types of assessments to draw conclusions about learner progress toward learning objectives and/or standards. The candidate analyzes assessment data in ways that identify needs of the class and either groups of learners or individual students. The candidate engages in discussions of assessment data to improve instructional practice.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently across a variety of formative and summative assessments. In addition, the candidate systematically analyzes assessment data in ways that identify the needs of the class, groups of learners, and individual students and collaborates with colleagues to jointly identify areas for improved instruction and support.

Performance Indicator 6.2 The candidate **uses assessment** to engage learners in their own growth. (InTASC 6, VDOE 4, 8)

Examples: Discusses or provides models of quality work; provides rubrics or other clarifications of work expectations; uses portfolios or graphs to provide evidence of student progress; students self-report understanding content during a lesson (e.g., thumbs up/down, self-rating scales)

Possible data sources: observations; rubrics or checklists created for student work; gradebook, student portfolios, graphs, spreadsheets

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate uses assessment to engage learners in their own growth.

1 Developing - The candidate provides learners with clear directions and expectations for assignments. The candidate grades student work in a timely manner, and occasionally offers feedback identifying strengths or providing suggestions for improvement. The candidate

checks learner understanding of newly taught content before asking learners to begin independent work. The candidate is aware of digital or other record keeping systems used by the mentor teacher but may not have direct experience using them.

2 Competent - The candidate consistently provides learners with clear directions and performance expectations for assignments to guide learners in producing quality work. The candidate provides learners with constructive feedback, pointing out strengths and offering concrete suggestions for improvement. The candidate provides some opportunities for students to reflect on their learning and/or performance and select next steps for growth. The candidate uses digital and/or other records (e.g., portfolios, grade books, graphs) to accurately monitor learners' progress.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate engages learners in generating criteria for quality work on key assignments and provides individualized constructive feedback that supports learners in recognizing their strengths and identifying opportunities for improvement.

Performance Indicator 6.3 The candidate **implements assessments** aligned with the purpose of assessment, characteristics of learners, and setting **to minimize bias and enable all learners to display the full extent of their learning.** (InTASC 6, VDOE 4, 8)

***Examples:** uses formative data to guide instruction in progress; uses summative data to discuss student mastery of taught content; assessments require demonstration of skills or knowledge as stated in the standards (e.g., create, analyze, evaluate, compose)' provides required accommodations and modifications*

***Non-example:** describing learners' understanding of content based on an assessment that is not in their primary language; administering a test without required accommodations*

***Possible data sources:** observations, lesson plans, sample assessments*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate implements assessments aligned with the purpose of assessment, characteristics of learners, or setting.

1 Developing - The candidate uses some formal and/or informal assessments to evaluate student performance. Some elements of the assessments align with learning objectives in content and complexity but there may not be full alignment. The candidate occasionally considers the appropriateness of the assessment method in relation to the purpose of assessment (e.g., formative, summative, diagnostic), learner characteristics, or setting (e.g., in-person or virtual).

2 Competent - The candidate uses a variety of formal and informal assessments that accurately represent student performance of learning objectives and/or standards. The candidate consistently implements required assessment accommodations for learners with disabilities and language learning needs. The candidate selects and implements assessment strategies that are appropriate for the purpose of assessment (e.g., formative, summative, diagnostic), learner characteristics, and setting (e.g., in-person or virtual). The candidate uses

assessment results in the ways they were intended to be used (e.g., to guide instructional decisions, assess mastery of content).

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate consistently modifies classroom assessments and testing conditions to enable all learners, including those with disabilities, language learning needs, and gifts and talents to demonstrate their knowledge and skills. The candidate identifies and advocates for learners who may need accommodations, modifications, or adaptations to fully demonstrate their learning.

Performance Indicator 7.1 The candidate **selects, creates, and sequences learning experiences and performance tasks** that support learners in reaching rigorous curriculum goals based on content standards and cross-disciplinary skills. (InTASC 7, VDOE 2)

Definitions: Cross-disciplinary skills are those which can be applied across subject areas to promote deep exploration of content. Examples include critical thinking, problem solving, collaboration, effective oral & written communication, accessing & analyzing information, etc. The **Essentialized Standards of Learning** were formerly called the Aligned Standards of Learning. These are used by students accessing the adapted curriculum.

Examples: Lesson plans include Standards of Learning (or Essentialized Standards of Learning); lesson objectives are aligned with stated standards, and evidence of cross-disciplinary skills

Possible data sources: lesson plans, unit plans, journals/reflections describing planning processes; the presence of certain teaching behaviors during lesson implementation imply planning

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate selects, creates, or sequences learning experiences aligned with the content standards.

1 Developing - The candidate plans some learning activities aligned with standards or learning objectives selected by the mentor teacher. Learning activities are generally well aligned with the stated learning outcome.

2 Competent - The candidate consistently uses the Standards of Learning (or Essentialized Standards of Learning) and other resources (e.g., pacing guides, essential knowledge documents) to select measurable learning objectives for daily and unit plans. The candidate plans some learning activities that include cross-disciplinary skills. The candidate plans and sequences learning experiences to be well-aligned with learning objectives and make the content relevant to learners.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate's plans document adjustments to learning objectives and/or the sequence of instruction based on the progression of students in the class. The candidate plans a variety of learning experiences that integrate cross-disciplinary skills aligned with the experience, needs, and interests of individuals and groups of learners. The candidate's plans include opportunities for learner choice.

***Performance Indicator 7.2** The candidate **plans instruction based on information from formative and summative assessments** as well as other sources and systematically adjusts plans to meet each student's learning needs. (InTASC 7, VDOE 2)

***Examples:** Notes on weekly plans or units indicating adjustments to be made based on student progress or data; Use of varied student groupings to support differentiation or engagement based on formal or informal assessment; language objectives and/or IEP goals are documented on lesson plans*

***Possible data sources:** lesson plans, candidate journals or reflections describing planning processes; observations of teaching*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate plans instruction based on formative and summative assessments or other sources of information about learners.

1 Developing - The candidate makes adjustments to mentor-provided lesson plans based on formal or informal assessment data. The candidate develops some plans for whole-class or small group instruction using assessment data or other sources of information about learners' development, prior learning, or interests.

2 Competent - The candidate consistently plans whole-class instruction using formative and summative data and other sources of information about learners' development, prior learning, and/or interests. The candidate also uses assessment data and other sources of information to identify groups of learners with similar strengths or needs and to design supports or acceleration opportunities for those groups. The candidate makes adjustments to lesson plans, as needed, based on formative data.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently and planning is informed by analysis of assessment data for the whole class, various groupings of learners, and individual students. The candidate uses data from formative assessments to adjust instruction in the moment, modifying planned supports and/or offering acceleration for individuals and groups of learners.

Performance Indicator 7.3 The candidate **plans instruction by collaborating** with colleagues, specialists, community resources, families, and learners **to meet individual learning needs**. (InTASC 7, VDOE 2)

***Examples:** Observes child-study or IEP meetings; discusses student needs with mentor teacher, colleagues, or specialists; obtains information students about learning needs or preferences and incorporates information into lesson planning*

***Possible data sources:** candidate journals/reflections, lesson plans*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate plans instruction by collaborating with others to meet individual learning needs.

1 Developing - The candidate recognizes varied patterns of learning in the classroom and collaborates with the mentor teacher to add needed supports to existing lesson plans.

2 Competent - The candidate identifies learners who need intervention or support to improve learning outcomes. The candidate seeks assistance from colleagues, specialists, learners, and/or families to identify resources and strategies, which are then incorporated into planning to meet learner needs.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently, identifying both individuals and groups of learners with specific learning needs. In addition, the candidate collaborates with specialists, colleagues, learners, and/or families to plan specific interventions to improve learning outcomes. The candidate collaborates with families and/or community members to identify additional resources and utilizes those resources to support learner goals.

Performance Indicator 8.1 The candidate **uses a variety of instructional strategies** and makes learning accessible to all learners. (InTASC 8, VDOE 3)

Definitions: *Research-supported methods* are strategies and resources with published evidence of effectiveness for teaching the content area or skill to learners with similar characteristics to those with whom the method will be used.

Examples: *States lesson objectives in student-friendly language; establishes a clear purpose for learning; provides choices of materials or topics; asks questions beyond “Do you have any questions?” to check understanding; has students summarize or explain learning; provides sentence starters or other cues to support communication; provides frequent opportunities for students to discuss or manipulate content*

Possible data sources: observations, lesson plans

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate uses a variety of instructional strategies to make learning accessible to all learners.

1 Developing - The candidate shares the learning objective, but not always in a way that is meaningful to learners. Most of the learning experiences implemented by the candidate align with the stated learning objective. The candidate implements some research-supported methods and uses some standards-based vocabulary when delivering instruction. The candidate performs some checks for understanding during instruction. The candidate sometimes provides closure to lessons highlighting critical concepts, skills, or applications of content.

2 Competent - The candidate consistently makes the learning objective(s) explicit and understandable to the learners when opening a lesson. Learning experiences align with stated learning objectives. The candidate uses research-supported methods, varied instructional tools (including available technology), standards-based vocabulary, and academic language when delivering instruction. The candidate checks for understanding,

uses varied levels of questioning, supports learner communication, and encourages all learners to be actively engaged in learning activities. The candidate consistently provides closure to lessons highlighting critical concepts, skills, or applications of content.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate makes the learning objective(s) relevant to the learners when opening a lesson. The candidate takes on a variety of roles in the instructional process, acting at times as instructor, facilitator, coach, and/or learner in response to the content and purpose of instruction. The candidate offers learners choices for engaging with content. The candidate consistently engages learners in highlighting critical concepts, skills, or applications when closing lessons.

Performance Indicator 8.2 The candidate **actively engages learners** in developing deep understanding of content areas, making connections across content, and applying content knowledge in meaningful ways. (InTASC 8, VDOE 3)

***Examples:** uses probing questions or leveled cues to guide students in critical thinking and problem solving; engages learners in using text, technology, media, manipulatives, etc.; uses choice boards for assignments/projects; prompts and coaches respectful discussions; teaches students to use planners, goal setting*

***Possible data sources:** observations*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate actively engages learners in developing deep understanding of content areas, making connections across content, or applying content in meaningful ways.

1 Developing - The candidate helps learners use a few resources and tools to access and/or organize information. The candidate consistently provides answers to learner questions or problems rather than using questioning or prompts to guide learners through critical thinking or problem solving. The candidate engages students in using a small set of communication methods to demonstrate understanding. The candidate intervenes when disrespectful interactions are present but may not be consistent in proactively teaching or reinforcing expected interactions for learning activities.

2 Competent - The candidate helps learners use a variety of resources and tools, including available technology, to access and organize information related to a learning objective. The candidate uses questioning to elicit critical thinking and application of critical thinking skills, when appropriate for student needs. The candidate models multiple methods for communicating knowledge (e.g., speaking, drawing, creating, graphic organizers, writing) and provides varied methods for learners to communicate their understanding. The candidate supports learner engagement in respectful discussions by establishing, teaching, and reinforcing developmentally appropriate norms (e.g., thoughtful listening, building on others' ideas, questioning for clarification).

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate engages learners in using a wide variety of learning skills (e.g., critical and creative thinking, study skills, goal setting, time

management) and tools to access, interpret, and apply knowledge. The candidate encourages learners to pose questions that guide individual and/or group exploration of content. The candidate encourages learners to demonstrate understanding of content and/or processes in multiple ways. The candidate creates collaborative learning experiences and group discussions in which students learn from and with each other.

Narrative Discussion for Assessment, Planning, & Instruction: What strengths does the candidate have related to conducting assessment, using assessment data, lesson planning, or delivering instruction? How do these strengths result in student progress toward high standards?

What specific skills, concepts, or practices need to be further developed to achieve competency in this area?

What specific action steps are suggested? (Include a plan to address any indicators that were *Not Observed*.)

PROFESSIONAL RESPONSIBILITY - InTASC Standards 9 & 10

Focus: The candidate demonstrates commitment to professional learning, legal and ethical responsibilities, and classroom leadership. ***Indicators in this section do not impact the internship course grade.***

Performance Indicator 9.1 The candidate **engages in continuous professional learning** to meet the needs of each learner more effectively. (InTASC 9, VDOE 7)

Examples: *Coursework, conferences, Professional Learning Communities, webinars, professional readings*

Possible data sources: *Goal sheets, journals/reflections*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate engages in professional learning to meet the needs of learners more effectively.

1 Developing - The candidate participates in required coursework or professional development. The candidate incorporates learning into instructional practice.

2 Competent - The candidate identifies and evaluates professional strengths and weaknesses and sets goals for improvement. The candidate utilizes multiple resources to engage in group or individual learning to address specific professional growth needs. The candidate incorporates learning into instructional practice.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate uses self-reflection and feedback (e.g., from mentor teacher, university supervisor) to establish measurable professional learning goals. The candidate actively engages in a variety of professional

learning experiences that expand understanding of learner development and diverse learning needs.

Performance Indicator 9.2 The candidate **uses evidence to continually evaluate the effects of their decisions** on others and **adapts professional practices** to better meet learners' needs. (InTASC 9, VDOE 7)

***Examples:** Reflects on lesson delivery or student data to identify areas for professional growth; establishes goals aligned with feedback from colleagues; increases or changes a communication strategy to address an identified need*

***Possible data sources:** journals/reflections; conferences; goal sheets*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate evaluates the effects of decisions on others or adapts professional practices to meet learners' needs.

1 Developing - The candidate completes required written reflections but may not make accurate or specific connections between their own behaviors and the impact on learners. The candidate develops general goals for professional growth.

2 Competent - The candidate observes and reflects upon learner responsiveness to instruction using learner performance data and feedback from colleagues (e.g., mentor teacher and supervisor) to set specific goals related to meeting learner needs. The candidate identifies specific events in which their actions directly impacted learners, colleagues, and/or community members and uses that information to guide future practice.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate actively seeks out and reflects upon a wide range of data (e.g., learner performance data; feedback from families, students, peers, colleagues) to evaluate the impact of their individual actions on learners. The candidate also collaborates with colleagues to mutually give, receive, and analyze the effects of their collective actions and to improve practice.

Performance Indicator 9.3 The candidate practices the profession in an ethical manner. (InTASC 9, VDOE 7)

***Examples:** Uses pseudonyms or generic descriptors when writing about placement in coursework assignments; only uses school-issued technology for instructional purposes.*

***Possible data sources:** observation of instruction or interaction with colleagues; written work; journals/reflections*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate practices in an ethical manner.

1 Developing - The candidate is aware of College of Education, school division, and school

codes of conduct, including ethical use of technology, but may need guidance in implementing these requirements. The candidate generally maintains confidentiality when discussing or writing about students, families, educators, and schools.

2 Competent - The candidate acts in accordance with the College of Education, school division, and school codes of conduct and/or professional standards, including ethical use of technology. The candidate maintains confidentiality when discussing or writing about students, families, educators, and schools. The candidate is mindful of perceptions and biases which may impact the fairness and equity of decisions and seeks resources to deepen understanding of cultural, ethnic, gender, socio-economic, and/or ability differences among learners and their communities. The candidate seeks to build a supportive environment for all learners.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate is deeply knowledgeable of laws and policies related to learners' rights and teachers' responsibilities. The candidate collaborates with colleagues in exploring and making ethical decisions and adhering to professional standards. The candidate anticipates how information and/or technology might be used unethically and takes steps to prevent misuse. The candidate is intentional in seeking opportunities to deepen understanding of cultural, ethnic, gender, socio-economic, and/or ability differences and applying learning to design and implement strategies to better meet the needs of learners.

Performance Indicator 10.1 The candidate collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (InTASC 10; VDOE 7)

Examples: Websites, newsletters, e-mail or in-person communication; participation on planning teams, PLCs, or child study meetings; observing IEP meetings

Possible data sources: sample communication; journals/reflections

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the learner collaborates with others to ensure learner growth.

1 Developing - The candidate attends one or more instructional team meetings but may have limited active participation. The candidate uses information from a variety of individuals to plan for learners' academic and/or social-emotional growth.

2 Competent - The candidate actively participates in at least one instructional team (e.g., the mentor/intern/university supervisor team, grade-level planning teams, PLCs, child-study team), and uses information from those collaborations to plan for learners' academic and social-emotional growth. The candidate elicits information about learners from learners, family members, and/or other professionals to guide actions. The candidate communicates with learners, family members, and/or the school community about learner progress or learning activities using technology or other forms of communication. Oral and written communication include professional language, vocabulary, and grammar.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate collaborates with other members of the school community to identify and share community resources that may enhance student learning and/or family well-being (i.e., through newsletters, websites).

Performance Indicator 10.2 The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning. (InTASC 10; VDOE 7)

Examples: leads small or whole group instruction; supervises students in a variety of settings; handles attendance/lunch counts; practices required drills with students; teaches mentor teacher or other colleagues how to use a specific tool or strategy

Possible data sources: lesson plans, observations, journals/reflections

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate engages in classroom leadership or takes responsibility for student learning.

1 Developing - The candidate is becoming increasingly responsible for some aspects of class routines, student safety, and or learning, but has not reached the 75% mark.

2 Competent - The candidate assumes leadership in the classroom, demonstrating responsibility for student safety and learning for 75% - 100% of the instructional day for multiple weeks. The candidate shares plans with the mentor teacher and university supervisor and invites feedback.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently. In addition, the candidate contributes to the growth of other education professionals (e.g., other interns, mentor teachers, specialists, paraprofessionals) by sharing practices, tools, and/or strategies. The candidate actively engages in professional behaviors that contribute to a climate of trust, critical reflection, and inclusivity where diverse perspectives are welcomed.

Narrative Discussion for Professional Responsibility: What strengths does the candidate have related to demonstrating commitment to professional learning, legal and ethical responsibilities, or classroom leadership?

What specific skills, concepts, or practices need to be further developed to achieve competency in this area?

What specific action steps are suggested? (Include a plan to address any indicators that were *Not Observed*.)

TECHNOLOGY INTEGRATION - 8VAC20-25-30

Focus: The candidate utilizes technology for assessment, instruction, and communication. ***This section will only be utilized for candidates who have consistent access to technology in***

their school placements. Questions in this section do not impact the internship course grade.

Performance Indicator 11.1 The candidate designs and implements technology-enhanced learning experiences that engage diverse learners in a variety of educational settings. (InTASC 8; VDOE 2,3; 8VAC20-25-30)

Examples: *Learners actively manipulate objects/content on interactive white boards or shared digital platforms (e.g., Google slides, Jamboard); students create projects using digital media tools; students collaborate to conduct research using web-based tools*

Possible data sources: *observations, lesson plans*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate uses technology as an instructional tool.

1 Developing - The candidate uses instructional technology to present content and occasionally provides students with direct opportunities to physically interact with the technology. Most technology use is candidate driven.

2 Competent - The candidate designs and implements learning experiences in which students actively engage with technology to enhance learning. Selected technology is developmentally appropriate for both the class as a whole and individual learners.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently, using a wide range of technology-enhanced learning activities. The candidate uses technology in whole class experiences, and to create meaningful and accessible instruction for small groups and individual learners.

Performance Indicator 11.2 Digital tools are used to monitor learner progress, and to guide candidate and learner decision-making through multiple methods of assessment. (InTASC 6; VDOE 2,3; 8VAC20-25-30)

Examples: *Formal digital assessments such as STAR testing, MAP assessments, EasyCBM, common formative assessments; informal assessments using Kahoot!, interactive slide decks, Pear Decks*

Possible data sources: *observations, sample assessments*

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate uses digital tools to assess students.

1 Developing - The candidate has used one type of digital tool to evaluate student learning. Data from the digital tools provide limited information to guide instructional decision making.

2 Competent - The candidate uses a variety of digital tools to monitor learner progress, and consistently uses data collected through those tools to guide instructional decision making. The candidate guides learners in understanding the outcomes of some digital assessments.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently, using an extensive repertoire of digital tools to monitor learner progress, including those that have been selected or adapted for individual learners. The candidate uses data collected through those tools to make instructional decisions and frequently includes learners in the decision making process.

Performance Indicator 11.3 The candidate uses educational technologies for communication and presentation with learners, families, colleagues, other school professionals, and community members to ensure learner growth. (InTASC 10, VDOE 2,3,4; 8VAC20-25-30)

Examples: Email; class websites; slide decks/PowerPoint presentations for learners, families, or colleagues; Learning Management Systems; Class Dojo

Possible data sources: observations, sample communication documents

Performance Level Descriptors

0 Not Observed - There is little to no evidence that the candidate uses available digital tools to communicate with colleagues, families, school professionals or learners in a professional manner.

1 Developing - The candidate periodically uses available digital tools to communicate with colleagues, families, colleagues, school professionals, or community members about learning activities or learner growth. The candidate may need direct guidance from the mentor candidate to ensure that digital communications have a professional tone and appearance.

2 Competent - The candidate consistently uses available digital tools to communicate with learners, families, colleagues, school professionals, and/or community members about learning activities and learner growth. All digital communication has a professional tone and appearance.

3 Accomplished - The candidate demonstrates mastery of all indicators at the Competent level consistently and independently, using a variety of digital tools to communicate with multiple stakeholders about learning activities and learner growth. The candidate identifies and utilizes new digital tools to increase communication with stakeholders or address specific communication challenges.

Narrative Discussion for Technology Integration:

What strengths does the candidate have related to use of technology for assessment, instruction, or communication?

What specific skills, concepts, or practices need to be further developed to achieve competency in this area?

What specific action steps are suggested? (Include a plan to address any indicators that were *Not Observed*.)