UNIVERSITY of VIRGINIA
CURRY SCHOOL OF EDUCATION

Assessment Details

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👤 **ASSESSOR** Carey, Rob (external)

✔ **TYPE** Manual

🏢 Field Placement

📎 **ATTACHED FILE(S)** None

☰ **TOC** n/a

▦ **INSTRUMENT** Teaching Intern Evaluation by Mentor Teacher

OVERALL COMMENT: *None*

Assessed Criteria

Criterion	Description	Score	Comments
PK1 (Professional Knowledge)	The candidate knows lesson content and procedures prior to lesson implementation and identifies sources for multiple and varied perspectives.	0.5 — 4.0 (4.0)	
PK2 (Professional Knowledge)	The candidate connects content to the real world and to students' experiences.	0.5 — 4.0 (4.0)	
PK3 (Professional Knowledge)	The candidate identifies essential components of a topic or concept and makes explicit connections among facts, skills, and concepts; explicitly demonstrates how and when to use specific knowledge and skills.	0.5 — 4.0 (4.0)	
PK4 (Professional	The candidate attends to student prior knowledge and demonstrates and provides		

Knowledge)	feedback on metacognitive skills.	4.0 0.5 ⟋ 4.0	
PK5 (Professional Knowledge)	The candidate effectively addresses appropriate curriculum standards.	4.0 0.5 ⟋ 4.0	
IP1 (Instructional Planning)	The candidate identifies prior knowledge on which learning activities build and determines clear learning targets	4.0 0.5 ⟋ 4.0	
IP2 (Instructional Planning)	The candidate develops lesson and unit plans that make clear that students will know what to do during the lesson, when tasks are completed, as well as during efficient / defined transitions.	4.0 0.5 ⟋ 4.0	
IP3 (Instructional Planning)	The candidate is prepared to teach lessons, ensuring that materials are "ready-to-go."	4.0 0.5 ⟋ 4.0	
IP4 (Instructional Planning)	The candidate uses student learning data to guide planning.	4.0 0.5 ⟋ 4.0	
IP5 (Instructional Planning)	The candidate plans for differentiated instruction.	3.5 0.5 ⟋ 4.0	
ID1 (Instructional Delivery)	The candidate appears interested in the content and clearly presents information in an effective, engaging manner; students are actively engaged in materials and/or discussions.	4.0 0.5 ⟋ 4.0	
ID2 (Instructional Delivery)	The candidate explicitly integrates new and prior knowledge and facilitates higher order thinking.	4.0 0.5 ⟋ 4.0	
ID3 (Instructional Delivery)	The candidate demonstrates effective pacing, clarity of instructions, learning goals, time cues, and redirection.	3.5 0.5 ⟋ 4.0	
ID4 (Instructional Delivery)	The candidate facilitates and balances student and teacher dialogue, including wait-time, acknowledgement, repetition, and extension; there is student-initiated dialogue with peers and teacher(s).	4.0 0.5 ⟋ 4.0	
ID5 (Instructional Delivery)	The candidate differentiates instruction to meet students' needs.	3.5 0.5 ⟋ 4.0	
ASL1 (Assessment of and for Student Learning)	The candidate acknowledges background knowledge (starts where they are), checks in with students for content understanding, notices difficulties, and	4.0 0.5 ⟋ 4.0	

	flexibly approaches student learning challenges.		
ASL2 (Assessment of and for Student Learning)	The candidate asks students to examine, analyze, and/ or interpret information, generate or test hypotheses, and provides opportunities for student metacognition, including student planning, reflection, self-evaluation, and explanation of their own learning.	4.0 0.5 ⎯⎯▼ 4.0	
ASL3 (Assessment of and for Student Learning)	The candidate engages in back-and-forth exchanges with follow up questions and builds on student responses by providing clarification, expansion, and specific feedback.	4.0 0.5 ⎯⎯▼ 4.0	
ASL4 (Assessment of and for Student Learning)	The candidate uses pre-assessment data to develop expectations, differentiate instruction, and document learning.	4.0 0.5 ⎯⎯▼ 4.0	
ASL5 (Assessment of and for Student Learning)	The candidate uses a variety of assessment strategies/ tools appropriate and valid for the content and student population, aligned with established curriculum standards and benchmarks.	4.0 0.5 ⎯⎯▼ 4.0	
LE1 (Learning Environment)	Adults and students: use respectful language, including each other's names, in a warm, calm voice, listen to, cooperate with, and interact with one another, share positive affect (smiling, laughing, enthusiasm) and social conversations build productive relationships.	4.0 0.5 ⎯⎯▼ 4.0	
LE2 (Learning Environment)	The candidate provides clear, explicit, and consistent expectations so students know what to do, anticipates and monitors student behavior using proximity, and effectively/ efficiently redirects misbehavior so little time is lost.	3.5 0.5 ⎯⎯▼ 4.0	
LE3 (Learning Environment)	Student behavior is compliant/ non-disruptive and non- aggressive and students feel comfortable taking risks and seeking guidance and support.	4.0 0.5 ⎯⎯▼ 4.0	
LE4 (Learning Environment)	The candidate responds to academic and social/ emotional needs and cues, including responding to student challenges by using subtle cues, peer redirection, and proximity; low reactivity.	3.5 0.5 ⎯⎯▼ 4.0	
LE5 (Learning	The candidate provides a high quality of		

Environment)	feedback, as evidenced by scaffolding techniques such as hints, timely assistance, and encouraging persistence, as well as recognition and affirmation of students' efforts.	0.5 4.0 4.0	
LE6 (Learning Environment)	The candidate demonstrates cultural competency and responsiveness to diverse student and family funds of knowledge.	0.5 4.0 4.0	
PR1 (Professionalism)	The candidate collaborates and communicates effectively within the school community to promote students' well-being and success.	0.5 4.0 4.0	
PR2 (Professionalism)	The candidate adheres to federal and state laws, school and division policies, and ethical guidelines.	0.5 4.0 4.0	
PR3 (Professionalism)	The candidate sets goals for improving knowledge and skills and seeks out resources to achieve those goals.	0.5 4.0 4.0	
PR4 (Professionalism)	The candidate works in a collegial and collaborative manner with administrators, school and university personnel, and the community.	0.5 4.0 4.0	
PR5 (Professionalism)	The candidate demonstrates consistent mastery of academic English in all communication.	0.5 4.0 4.0	

Annotated Documents

There are no converted documents

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