UNIVERSITY of VIRGINIA
CURRY SCHOOL OF EDUCATION

Assessment Details

| 3.8 | Kim, Angie

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👤 **ASSESSOR** Stegman, Renee

✔ **TYPE** Manual

🏢 Field Placement

📎 **ATTACHED FILE(S)** None

≡ **TOC** n/a

▦ **INSTRUMENT** Teaching Intern Evaluation by US

| 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	You have very thorough lesson plans that show multiple perspectives.
PK2 (Professional Knowledge)	The candidate connects content to the real world and to students' experiences.	0.5 — 4.0 4.0	Your lessons, specifically the Jamestown ones were connected to real life in fun and exciting ways for the students.
PK3	The candidate identifies essential		You are very

(Professional Knowledge)	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_	clear in your connections with the students.
PK4 (Professional Knowledge)	The candidate attends to student prior knowledge and demonstrates and provides feedback on metacognitive skills.	0.5 ⟲ 4.0 _3.5_	
PK5 (Professional Knowledge)	The candidate effectively addresses appropriate curriculum standards.	0.5 ⟲ 4.0 _4.0_	Your lesson plans have shown effective connection to curriculum standards.
IP1 (Instructional Planning)	The candidate identifies prior knowledge on which learning activities build and determines clear learning targets	0.5 ⟲ 4.0 _3.5_	
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.	0.5 ⟲ 4.0 _4.0_	You have written and shown lessons that have defined transitions. Students are aware of tasks required of them.
IP3 (Instructional Planning)	The candidate is prepared to teach lessons, ensuring that materials are "ready-to-go."	0.5 ⟲ 4.0 _4.0_	You are always ready with the materials for the lessons.
IP4 (Instructional Planning)	The candidate uses student learning data to guide planning.	0.5 ⟲ 4.0 _4.0_	As discussed in our conferences, you regularly use data to drive instruction.
IP5 (Instructional Planning)	The candidate plans for differentiated instruction.	0.5 ⟲ 4.0 _3.5_	
ID1 (Instructional Delivery)	The candidate appears interested in the content and clearly presents information in an effective, engaging manner; students are actively engaged	0.5 ⟲ 4.0 _4.0_	Your hands-on activities has shown your interest in

	in materials and/or discussions.		content, and this has led to engaging lessons.
ID2 (Instructional Delivery)	The candidate explicitly integrates new and prior knowledge and facilitates higher order thinking.	3.5 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	You have been able to show your ability to balance student and teacher dialogue.
ID5 (Instructional Delivery)	The candidate differentiates instruction to meet students' needs.	4.0 0.5 ⬤▼ 4.0	You are well prepared to meet the different needs of students and approach students at their levels.
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 flexibly approaches student learning challenges.	4.0 0.5 ⬤▼ 4.0	You are well prepared to meet the different needs of students and approach students at their levels.
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.	3.5 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.	3.5 0.5 ⬤▼ 4.0	
ASL4 (Assessment of	The candidate uses pre-assessment data to develop expectations,		As discussed in our

and for Student Learning)	differentiate instruction, and document learning.	0.5 ⎯⎯ 4.0 (4.0)	conferences, you utilize data in your team meetings and during planning.
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.	0.5 ⎯⎯ 4.0 (4.0)	Your lesson plans show multiple uses of assessment.
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.	0.5 ⎯⎯ 4.0 (4.0)	You are very positive and welcoming with all students and adults.
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.	0.5 ⎯⎯ 4.0 (3.5)	
LE3 (Learning Environment)	Student behavior is compliant/ non-disruptive and non- aggressive and students feel comfortable taking risks and seeking guidance and support.	0.5 ⎯⎯ 4.0 (3.5)	
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.	0.5 ⎯⎯ 4.0 (3.5)	
LE5 (Learning Environment)	The candidate provides a high quality of 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)	You affirm and recognize students' for their efforts regularly during lessons.
LE6 (Learning Environment)	The candidate demonstrates cultural competency and responsiveness to diverse student and family funds of knowledge.	0.5 ⎯⎯ 4.0 (4.0)	As discussed in our conferences you have demonstrated this during

			conferences and in the classroom.
PR1 (Professionalism)	The candidate collaborates and communicates effectively within the school community to promote students' well-being and success.	4.0 0.5 ⬤━━━▼ 4.0	As discussed in our conferences you have demonstrated this during conferences and in the classroom.
PR2 (Professionalism)	The candidate adheres to federal and state laws, school and division policies, and ethical guidelines.	4.0 0.5 ⬤━━━▼ 4.0	You have shown this in all your lesson plans.
PR3 (Professionalism)	The candidate sets goals for improving knowledge and skills and seeks out resources to achieve those goals.	4.0 0.5 ⬤━━━▼ 4.0	You clearly understand your strengths and continue to work on your areas for growth.
PR4 (Professionalism)	The candidate works in a collegial and collaborative manner with administrators, school and university personnel, and the community.	4.0 0.5 ⬤━━━▼ 4.0	Your interactions with all personnel has been professional.
PR5 (Professionalism)	The candidate demonstrates consistent mastery of academic English in all communication.	4.0 0.5 ⬤━━━▼ 4.0	You have shown mastery in academic English consistently throughout this internship.

Annotated Documents

There are no converted documents

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