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**TEACHER INTERNSHIP ADMINISTRATIVE EVALUATION**

Teacher Intern \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cooperating Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Subject/Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_ Number of times observed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Performance Standard 1: Professional Knowledge**  The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences. |
| Does the intern demonstrate an understanding of curriculum, content, standards, and students’ needs?  Does intern have learning targets clearly displayed and aligned standards and curriculum framework? |
| Rating (select one): Strongly Agree Agree Disagree Strongly Disagree |
| **Sample Performance Indicators:**   * Demonstrates accurate knowledge of the subject matter. * Demonstrates skills relevant to the subject area(s) taught. * Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. * Effectively addresses appropriate curriculum standards and learning targets.   **Comments:** |
| **Performance Standard 2: Instructional Planning**  The teacher plans using the Virginia Standards of Learning, the division’s curriculum, effective strategies, resources, and data to meet the needs of all students. |
| Does the intern develop clear and logical plans that are differentiated to meet students’ needs?  Are plans well-paced? Is it evident that data was used to drive instructional planning? |
| Rating (select one): Strongly Agree Agree Disagree Strongly Disagree |
| **Sample Performance Indicators:**   * Develops plans that are clear, logical, sequential, and integrated across the curriculum based on the Standards of Learning. * Plans time realistically for pacing, content mastery, and transitions. * Plans for differentiated instruction relevant to students’ learning needs, including TAG, ELL, SPED, etc.   **Comments:** |
| **Performance Standard 3: Instructional Delivery**  The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs. |
| Does the intern deliver instruction in a variety of ways that consistently maintain students’ attention?  Is instruction differentiated to meet students’ needs? |
| Rating (select one): Strongly Agree Agree Disagree Strongly Disagree |
| **Sample Performance Indicators:**   * Provides learning experiences that challenge, motivate, engage, and maintain students’ attention. * Presents verbal and written directions, procedures, and instructions in a clear and detailed manner. * Delivers instruction in a logical order according to the lesson content; uses instructional technology. * Paces instruction and activities appropriately; has a hook/introduction and closure. * Delivers instruction that clearly define high expectations for all learners that encourages understanding of lesson topics by all learners.   **Comments:** |
| **Performance Standard 4: Assessment for/of Learning**  The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instruction and delivery methods, and provide timely feedback to students and families throughout the school year. |
| Does the intern use data to guide their instructional decisions?  Does the intern provide specific and ongoing feedback to the students? |
| Rating (select one): Strongly Agree Agree Disagree Strongly Disagree |
| **Sample Performance Indicators:**   * Uses a variety of formative and summative assessments that are valid and appropriate for the content and the students. * Provides ongoing, timely, and specific feedback to students on student progress. * Provides evidence of timely and appropriate intervention strategies for students not making adequate progress. * Uses assessment data to develop expectations for students, differentiate instruction, and document learning.   **Comments:** |
| **Performance Standard 5: Learning Environment**  The teacher uses resources, routines and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning. |
| Does the intern maintain a learning environment where students feel safe physically, academically, and emotionally? Does the intern establish relationships with students that promote a culture of learning? |
| Rating (select one): Strongly Agree Agree Disagree Strongly Disagree |
| **Sample Performance Indicators:**   * Establishes and maintains relationships with students to promote rapport and engagement; models courtesy, active listening, and enthusiasm for learning. * Creates and maintains a physical setting that is appropriate for activities; and allows for efficient, safe movement around the classroom. * Establishes and maintains clear expectations for classroom rules, routines, and procedures involving students as appropriate. * Implements a clear, cohesive plan for behavior management; provides opportunities for students to develop self-direction, self-discipline, and conflict resolution skills.   **Comments:** |
| **Performance Standard 6: Professionalism**  The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for, and participates in professional growth that results in enhanced student learning. |
| Does the intern demonstrate professionalism within the classroom and school?  Is s/he a reflective practitioner of their work? Does s/he regularly seek feedback? |
| Rating (select one): Strongly Agree Agree Disagree Strongly Disagree |
| **Sample Performance Indicators:**   * Demonstrates willingness to reflect on personal strengths and weaknesses as related to professional skills * Seeks opportunities for professional development. * Works in a collegial and collaborative manner to promote students’ well-being and success. * Collaborates with colleagues and seeks opportunities to develop skills by working with a coach, team, specialists, and other school resource personnel.   **Comments:** |

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School Administrator Signature Date