



Licensure Field Evaluation 1.0

Placement Information

\* Student Teacher's Name

\* Student Teacher's Race

- American Indian or Alaska Native
- Asian or Asian American
- Black or African American
- Hispanic or Latino
- Native Hawaiian or other Pacific Islander
- White or Caucasian
- Mixed Race
- Not Listed, Uncertain, or Prefer Not to Respond

\* Student Teacher's Endorsement Area

- Early/Primary PreK-3
- Elementary Education, PreK-6
- Secondary English
- Secondary History/Social Studies
- Secondary Math
- K-12 Special Education- General Curriculum
- Reading Specialist

\* Placement Grade Taught

\* Internship (SPECIAL EDUCATION AND READING SPECIALIST ONLY)

Select the type of internship being completed this semester.

Please note that a *Traditional Internship* is for an intern that is not a contracted teacher and does not have a teaching license.

A *Non-Traditional Internship* is for an intern that is completing an internship as a contracted teacher within a school division. This intern is already a provisionally or professionally licensed teacher.

\* Internship Start Date (MM/DD/YYYY)

\* Internship End Date (MM/DD/YYYY)

\* School of Internship Placement

\* School Division

\* Evaluator's Name (First Last)

\* Evaluator's Email. We will return a PDF copy of your report to this address.

**Email Address:**

\* Evaluator's Position/Role

- Cooperating Teacher
- School Administrator
- University Supervisor
- University Department Chair

\* In what semester is this internship being completed?



## Licensure Field Evaluation 1.0

### Standard One: Professional Knowledge

**The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.**

#### Scoring Rubric

**Highly Effective** - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard. This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

**Effective**- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

**Approaching Effective**- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

**Ineffective**- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

\* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Addresses relevant curriculum standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an accurate, current, and specific knowledge of the subject matter and a working knowledge of relevant technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates an understanding of appropriate accommodations for diverse learners and students learning in unique contexts (e.g., English learners, gifted learners, students with special needs, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses content-specific language, correct vocabulary and grammar, and acceptable forms of communication as they relate to a specific discipline and/or grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall performance in the area of professional knowledge.



Licensure Field Evaluation 1.0

Standard Two: Instructional Planning

**The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.**

Scoring Rubric:

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**Effective**- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

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**Ineffective**- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

\* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Analyzes and uses multiple sources of student learning data to guide planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistently plans for differentiated instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligns lesson objectives to the school's curriculum and student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall effectiveness of instructional planning.



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Standard Three: Instructional Delivery

**The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.**

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**Effective**- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

**Approaching Effective**- The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

**Ineffective**- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

\* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Builds upon students' existing knowledge and skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develops higher-order thinking through questioning and problem-solving activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of appropriate instructional strategies and resources to encourage active student engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses appropriate instructional technology to enhance student learning in the classroom or in a virtual setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall effectiveness of instructional delivery.



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### Standard Four: Assessment of and for Student Learning

**The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.**

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**Effective** - The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

**Approaching Effective** - The teacher's performance is inconsistent in meeting the established performance standard and/or working toward the internship objectives and standards. The teacher may be starting to exhibit the desirable traits related to the standard but has not yet reached the level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).

**Ineffective** - The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

\* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content, for the student population, and for the setting (e.g., in-person or virtual).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aligns student assessment with established curriculum standards and benchmarks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and supports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicates constructive and frequent feedback on student learning to students, parents/caregivers, and other educators, as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's performance in the area of assessment of and for student learning.



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Standard Five: Learning Environment

**The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.**

Scoring Rubric

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**Effective**- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

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**Ineffective**- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

\* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Establishes clear expectations, with student input, for classroom rules and procedures early in the school year and enforces them consistently and fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maximizes instructional time and minimizes disruptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages student engagement, inquiry, and intellectual risk-taking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes respectful interactions and an understanding of students' diversity, such as language, culture, race, gender, and special needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively listens and makes accommodations for all students' needs, including social, emotional, behavioral, and intellectual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addresses student needs by working with students individually as well as in small groups or whole groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes an environment – whether in person or virtual – that is academically appropriate, stimulating, and challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's overall effectiveness in creating an environment conducive to learning.



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Standard Six: Culturally Responsive Teaching and Equitable Practices

**The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and achievement for all students ( including for gender, race, ethnicity, English Language Learners, and students with disabilities).**

Scoring Rubric

**Highly Effective** - The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard This rating is reserved for performance that is truly exemplary and done in a manner that exemplifies the internship objectives and standards.

**Effective**- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

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**Ineffective**- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

\* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

Highly Effective      Effective      Approaching Effective      Ineffective

Fosters classroom environments that create opportunities for access and achievement by acknowledging, valuing, advocating, and affirming cultural and social diversity in all aspects of the learning process, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

                

Builds meaningful relationships with all students anchored in affirmation, mutual respect and validation utilizing culturally responsive teaching practices, and by modeling high expectations for all students.

                

Analyzes, selects, and integrates texts, materials, and classroom resources that reflect cultural inclusivity and the needs of all students, including for gender, race, ethnicity, English Language Learners, and students with disabilities.

                

Uses communication strategies that are inclusive of the language, dialects, cultural, social and literacy needs of all students (including gender, race, ethnicity, English Language Learners, and students with disabilities).

Please comment on the teacher candidate's overall effectiveness in culturally responsive teaching and inclusive practices.



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Standard Seven: 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.**

Scoring Rubric

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**Ineffective**- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

\* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Adheres to federal and state laws, school and division policies, ethical guidelines, and procedural requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being, progress, and success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Builds positive and professional relationships with parents/caregivers through frequent and appropriate communication concerning students' progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the teacher candidate's professionalism throughout the period of observation.





## Licensure Field Evaluation 1.0

### Standard Eight: Student Academic Progress

**The work of the teacher results in acceptable, measurable, and appropriate student academic progress.**

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**Effective**- The teacher consistently meets the performance standard in a manner that is aligned with the internship objectives.

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**Ineffective**- The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the internship objectives and standards.

\* Using the following scale, please rate the teacher candidate's performance in each of the areas below.

	Highly Effective	Effective	Approaching Effective	Ineffective
Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Documents the progress of each student throughout the year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides evidence that achievement goals have been met, including the state-provided progress data when available as well as other multiple measures of student academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment on the students academic progress throughout the period of observation.

## Submitting Your Completed Form

**Thank you for providing your evaluation of our student-teacher. Please click "Done" to submit your form to Regent University's Teacher Education Department.**

### **References:**

**Stronge, J. H. (2010). Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence. Larchmont, NY: Eye of Education.**

**Virginia Department of Education. (2011, 2021). Guidelines for uniform performance standards and evaluation criteria for teachers. Richmond, VA: Author.**