**Internship Performance Criteria (IPC) Look Fors**

(Examples of observable strategies and classroom application to earn a *proficient* or *distinguished*)

Some of these “look fors” highlight technology examples aligned to the [International Society for Technology in Education Standards (ISTE)](https://www.iste.org/standards/for-educators) for Educators

**Intern:**  **Date:**

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| --- | --- |
| **8 IPC Program Standards** | **COMMENTS**  **Time:**  **Subject:** |
| 1. **Expectations:** The teacher communicates high expectations for student learning.  1.1 Communicating with Students (Danielson 3a)   * Students engage with the learning task, indicating that they understand what they are to do. * If appropriate, the teacher models the process to be followed in the task. * The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. * The teacher points out possible areas for misunderstanding.   1.2 Establishing a Culture of Learning and High Expectations (Danielson 2b)   * The teacher says, “This idea is really important! It’s central to our understanding of history.” * Students get to work right away when an assignment is given or after entering the room. * The teacher says, “It’s really fun to find the patterns for factoring polynomials.” * A student asks a classmate to explain a concept or procedure since he didn’t quite follow the teacher’s explanation. |  |
| 2. **Instruction:** The teacher uses research-based instructional practices to meet the needs of all students.  2.1 Using Questioning and Discussion Techniques (Danielson 3b)   * Essential questions are posted for the lesson/unit * Questions engage student and are not rapid fire, low level, or recitation of facts * Students are given appropriate “think time” before responses are invited * Teachers probe students to seek clarification or extend student responses * All students are engaged, not just a few * T reinforces queries and verbal directions with positive reinforcement, visual representations and provides alternatives for student responses, such as modifying, rephrasing, and/or providing more explicit examples   2.2 Engaging Students in Learning (Danielson 3c)   * Meaningful activities and assignments are aligned to the learning or help students transfer the learned skills. * Teacher use of examples and/or metaphors that illustrates the new learning and connects to student knowledge, interests and culture. * Teacher promotes problem-solving, permits choice, encourages depth and is relevant and authentic * Groupings are based on instructional needs such as turn and talk and jigsaw methods. * Materials and resources are ready for student use without disruption * Structure of the lesson is maintained with appropriate pacing and a clear beginning, middle and end (with closure). |  |
| 3. **Differentiation:** The teacher acquires and uses specific knowledge about students’ cultural, individual intellectual and social development and uses that knowledge to adjust their practice by employing strategies that advance student learning.  3.1 Demonstrating Knowledge of Students (Danielson 1b)   * Collects data on levels of development for individual students including student academic language ability levels and cultural and linguistic backgrounds. * The teacher seeks out information from all students about their cultural heritages. * The teacher maintains a system of updated * student records and incorporates medical and/or * learning needs into lesson plans.   3.2 Demonstrating Flexibility and Responsiveness in Lesson Adjustments (Danielson 3e)   * Incorporation of students’ interests and daily events into a lesson * The teacher adjusts instruction in response to evidence of student understanding (or lack of it). * The teacher seizes on teachable moments. * Uses examples and non-examples. * Provides images related to vocabulary. |  |
| 4. **Content Knowledge:** The teacher uses content area knowledge, learning standards, appropriate pedagogy and resources to design and deliver curricula and instruction to impact student learning.  4.1 Demonstrating Knowledge of Content & Pedagogy, Setting Instructional Outcomes (Danielson 1a & 1c)   * The teacher can identify important concepts of the discipline and their relationships to one another. * The teacher answers students’ questions accurately and provides specific feedback * The teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed * Design authentic learning activities (e.g., solve real-world problems, career-related project, collect observations for science) that align to content standards and use technological tools (ISTE 5B) * Teacher uses collaborative tools, such as shared documents in the cloud or video conferencing, to engage experts and other students/teams locally and/or globally (ISTE 4C)   4.2 Designing Instruction in the Area of Learning Activities (Danielson 1e)   * The teacher connects outcomes to previous and future learning. * Teachers intentionally organize instructional groups to support student learning. * Instructional maps that indicate relationships to prior learning * Thoughtfully planned learning groups * Activities foster student-ownership of goals & permit choice, including technology choices (ISTE 6A) * Learning experiences connect to other disciplines. * Lesson plans differentiate for individual student needs, which may include technology personalization (such as translating materials, offering varied grade level content, etc.) (ISTE 5A)   4.3 Demonstrating Knowledge of Resources (Danielson 1d)   * Uses math manipulatives and other hands on learning materials * Uses primary documents or fiction to enhance textbook content * Creates opportunities for community resources such as guest speakers and field trips * Collaborate and co-learn with students to discover new digital resources (ISTE 4B) |  |
| 5. **Learning Environment:** The teacher fosters and manages a safe and inclusive learning environment that takes into account: physical, emotional, and intellectual well-being.  5.1 Creating an Environment of Respect and Rapport (Danielson 2a)   * Acknowledgment and integration of students’ backgrounds and lives outside the classroom * Students help each other and accept help from each other * Body language indicative of warmth and caring shown by teacher and students (kneeling by desk) * Respectful talk, including all voices, and encouragement of thinking (Teacher says, “That’s an interesting idea Caleb, what else can we add or does anyone have a different approach?”) * Create experiences and guidelines that foster positive, socially responsible empathetic behavior within online communities (discussion boards, wikis, Padlets, etc.) (ISTE 3A)   5.2 Managing Classroom Procedures Including Transitions (Danielson 2c)   * Proactively and frequently reminds students of their behavioral and learning expectations prior to transitioning * Students know what to do, where to go and move with purpose * Teacher utilizes an established attention signal or choral call that students are responsive to * Students check themselves in for attendance * Routines for distribution of materials and supplies work efficiently   5.3 Managing Student Behavior by Establishing Expectations (Danielson 2d)   * Classroom norms and expectations are clearly established (on walls, in syllabus, students reminding each other) * The teacher moves to every section of the classroom, keeping a close eye on student behavior. * The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops. * The teacher speaks privately to students about misbehavior. * Teacher uses restorative inquiry, conferencing, and circle |  |
| 6. **Assessment:** The teacher uses multiple data elements (both formative and summative) to plan, inform and adjust instruction and evaluate student learning.  6.1 Designing Student Assessments (Danielson 1f)   * Lesson plans indicate correspondence between assessments and instructional outcomes. * Teacher creates a well-defined rubric using multiple sources with descriptors for each level of performance. * Assessments modified based on student needs * Plans include use of formative assessment data- small groups, individual reteaching, extension activities, alternative activities; data is shared with students and families for progress (ISTE 7C) * Assessments provide opportunities for student choice, such as writing an essay or talk show script   6.2 Designing Student Assessments with an Emphasis on Formative Assessment (Danielson 1f and 4b)   * Plans specify a clear process for checking for understanding. * Teacher’s plans include a variety of strategies such as think-pair-share, minute paper, verbal reflection, exit tickets and higher level questioning practices to elicit evidence of understanding. * Plans include adaptations/strategies for lesson based on formative data during the lesson   6.3 Using Assessment in Instruction and Providing Feedback to Students (Danielson 3d)   * Teacher uses specifically formulated questions to elicit evidence of student understanding. * Teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them. * Students self-evaluate and/or peer-review work against a rubric or checklist * Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students, and inform instruction (ISTE 7B) * Teacher makes midcourse corrections during lessons based on students’ responses |  |
| 7. **Families and Community:** The teacher communicates and collaborates with students, families, and all educational stakeholders in an ethical and professional manner to promote student learning.  7.1 Communicating with Families (Danielson 4c)   * Teacher demonstrates understanding of district plans for supporting families and sharing resources. * Community members invited to engage or share content-area expertise. * Family communication is systematized (contact logs, emails, grade system, newsletters) * Teacher has ensured that communication methods are accessible to all families * ADD SEL 1B, 1C EXAMPLES * Practices are culturally responsive-sustaining (ISTE 4D)   + Teacher actively seeks out information on language, culture, meaning and values   + Families are welcomed into the school/classroom in consistently appropriate and culturally responsive ways (guest speakers, authentic learning tasks aligned to community needs, service-learning) |  |
| 8. **Professional Practice:** The teacher participates collaboratively in the educational community to improve instruction, advance the knowledge and practice of teaching as a profession, and ultimately impact student learning.  8.1 Reflecting on Teaching and Showing Professionalism (Danielson 4a, 4f)   * Accurate reflections on a lesson * Productive contributions in staff, PLC, and IEP meetings * Practices honesty, integrity, and confidentiality; includes compliance with school regulations * Advocate for all students to be given a fair opportunity to succeed and have equitable access to learning opportunities (ISTE 2B)   8.2 Growing and developing professionally (Danielson 4d, 4e)   * Participates in professional development to enhance content knowledge or pedagogical skills * ADD SPECIFICITY Participates with colleagues to share and plan for student success * Participate in professional memberships and collaboration, locally or in global learning networks (ISTE 1B, 4A) * Volunteers to participate in school events, activities, and projects * Model for colleagues the adoption and use of methodology, resources, or technology (ISTE 2C) |  |