COLLEGE OF ARTS & SCIENCES, AND EDUCATION
Department of Teaching and Learning
"Educator as a Reflective Facilitator of Learning"

INTERNSHIP SUMMATIVE EVALUATION

INSTRUCTIONS: Candidate's performance will be rated using the following scale. The items listed represent expectations as articulated in professional (NAEYC) and institutional (CSU) standards. Ratings on each of the items represent the candidates' knowledge, skills, and professional dispositions as reflected in practice during internship. As a formative assessment, supervisors/mentor teachers should take into consideration expectations that are developmentally appropriate. Supervisors/ mentor teachers should also identify areas of strength and action plans to address areas for growth. The results should be discussed with candidates to ensure the attainment of competencies as expected of the profession.

1 = Unacceptable. Candidate demonstrates unacceptable level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.
2 = Needs Improvement. Candidate demonstrates limited level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.
3 = Meets Standards. Candidate demonstrates proficient level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.
4 = Exceeds Standards. Candidate demonstrates in-depth level of knowledge, skills and/or professional dispositions as articulated in the evaluation criteria.

Program: Early Childhood Education Fall 2021-Spring 2022 (n=4)					
I. Institutional Standards (InTASC, Maryland P12 Priorities and CSU CF 1-3)					
Broad and Integrative Knowledge, Skills and Professional Dispositions	**4-Exceeds Standards**	**3-Meets Standards**	**2-Needs Improvement**	**1-Unacceptable**	**Mean**
Candidate demonstrates knowledge of learning theories, cultural diversity, and individual differences within and across the cognitive, linguistic, social, emotional, and physical areas, and how these impact design and implementation of developmentally appropriate learning experiences (InTASC 1, CF 1).	*1* *25%*	*3* *75%*			3.25
Candidate demonstrates knowledge, skills, and professional dispositions necessary to create culturally and academically responsive learning environments that enable each learner to meet high standards (InTASC 2 & 3 and CF 2).	*4* *100%*				4.0
Candidate demonstrates knowledge, skills, and professional dispositions necessary to work with others in creating environments that actively support individual and collaborative learning (InTASC 3 and CF 1)	*1* *25%*	*3* *75%*			3.25
Candidate demonstrates knowledge, skills, and professional dispositions necessary to positively impact on all P-12 students' learning and development through effective design and thoughtful execution of developmentally appropriate learning activities and outcomes assessments (InTASC 1-3 and CF 3).	*4* *100%*				4.0
Candidate demonstrates knowledge, skills, and professional dispositions necessary to integrate appropriate and relevant technology that support instructional and assessment activities (MTTS IV and V).	*2* *50%*	*2* *50%*			3.5
Candidate demonstrates knowledge of Maryland accountability elements as articulated in relevant Maryland College and Career-Ready Standards (MCCRS).	*4* *100%*				4.0
Candidate demonstrates knowledge, skills, and professional dispositions necessary to implement learning and assessment activities aligned with relevant Maryland College and Career-Ready Standards (MCCRS).	*4* *100%*				4.0
Candidate demonstrates knowledge, skills, and professional dispositions necessary to support the Maryland accountability elements as articulated in Ready for Kindergarten (R4K).	*4* *100%*				4.0
Areas of Strength and Areas for Growth					

II. Professional Standards (NAEYC 2010, InTASC 4-10)					
Program Standard I: Promoting Child Development And Learning	**4-Exceeds Standards**	**3-Meets Standards**	**2-Needs Improvement**	**1- Unacceptable**	**Mean**
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base *that* uses their understanding of multiple interacting influences on children's development and learning.					
Candidate demonstrates knowledge of young children's characteristics and needs from birth to age 8 (NAEYC 1a).	*3* *75%*	*1* *25%*			3.75
Candidate demonstrates knowledge of the multiple influences on early development and learning (NAEYC 1b).		*4* *100%*			3.0
Candidate demonstrates the use of developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children (NAEYC 1c).	*2* *50%*	*2* *50%*			3.5
Areas of Strength and Areas for Growth					

Program Standard II: Building Family And Community Relationships	**4-Exceeds Standards**	**3-Meets Standards**	**2-Needs Improvement**	**1- Unacceptable**	**Mean**
Candidates know about, understand and value the importance and complex characteristics of children's families and communities.					
Candidate demonstrates knowledge of diverse family and community characteristics (NAEYC 2a).		*4* *100%*			3.0
Candidate demonstrates knowledge and skills that support and engage families and communities through respectful, reciprocal relationships (NAEYC 2b).		*4* *100%*			3.0
Candidate demonstrates knowledge and skills of involving families and communities in young children's development and learning (NAEYC2c).		*4* *100%*			3.0
Areas of Strength and Areas for Growth					

Program Standard III: Observing, Documenting and Assessing to Support Young Children and Families	**4-Exceeds Standards**	**3-Meets Standards**	**2-Needs Improvement**	**1- Unacceptable**	**Mean**
Candidates prepared in early childhood degree programs understand that child observations, documentation and other forms of assessment are central to the practice of all early childhood professionals.					
Candidate demonstrates knowledge of the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children (NAEYC 3a).	*4* *100%*				4.0
Candidate demonstrates knowledge and skills of using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology (NAEYC 3b).	*4* *100%*				4.0
Candidate demonstrates knowledge and skills of responsible assessment practices to promote positive outcomes for each child, including the use of assistive technology for children with disabilities (NAEYC 3c).	*2* *50%*	*2* *50%*			3.5
Candidate demonstrates knowledge and skills of assessment partnerships with families and with professional colleagues to build effective learning environments (NAEYC 3d).		*4* *100%*			4.0
Areas of Strength and Areas for Growth					

Program Standard IV: Using Developmentally Effective Approaches	**4-Exceeds Standards**	**3-Meets Standards**	**2-Needs Improvement**	**1- Unacceptable**	**Mean**
Candidates prepared in early childhood degree programs in early childhood understand that teaching and learning details vary depending on children's ages, characteristics and the settings within which teaching and learning occur.					
Candidate demonstrates knowledge of positive relationships and supportive interactions as the foundation of their work with young children (NAEYC 4a).	*4* *100%*				4.0
Candidate demonstrates knowledge of effective strategies and tools for early education including appropriate uses of technology (NAEYC 4b).	*4* *100%*				4.0
Candidate demonstrates knowledge and skills of using a broad repertoire of developmentally appropriate teaching and learning approaches (NAEYC 4c).		*4* *100%*			3.0
Candidate demonstrates knowledge and skills of reflection on own practice to promote positive outcomes for each child (NAEYC 4d).	*3* *75%*	*1* *25%*			3.75
Areas of Strength and Areas for Growth 1					

Program Standard V: Using Content Knowledge To Build Meaningful Curriculum	4-Exceeds Standards	3-Meets Standards	2-Needs Improvement	1- Unacceptable	Mean
Candidates in early childhood degree programs use their knowledge of academic disciplines to design, implement and evaluate experiences that promote positive development and learning for each and every young child.					
Candidate demonstrates content knowledge and use of resources in academic disciplines: language and literacy; the arts-music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies (NAEYC 5a).	*1* *25%*	*3* *75%*			3.25
Candidate demonstrates knowledge and skills of using central the central concepts, inquiry tools and structures of content areas or academic disciplines.(NAEYC 5b).		*4* *100%*			3.00
Candidate demonstrates abilities of using own knowledge, appropriate early learning standards and other resources to design, implement and evaluate developmentally meaningful and challenging curriculum for each child (NAEYC 5c).	*1* *25%*	*3* *75%*			3.25
Areas of Strength and Areas for Growth					

Program Standard VI: Becoming a Professional	4-Exceeds Standards	3-Meets Standards	2-Needs Improvement	1- Unacceptable	Mean
Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession.					
Candidate demonstrates knowledge and skills of identifying and involving oneself with the early childhood field (NAEYC 6a).		*4* *100%*			4.0
Candidate demonstrates knowledge and skills of upholding ethical standards and other early childhood professional guidelines (NAEYC 6b).	*3* *75%*	*1* *25%*			3.75
Candidate demonstrates knowledge and skills of engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers and as a professional resource (NAEYC 6c).	*3* *75%*	*1* *25%*			3.75
Candidate demonstrates knowledge and skills of integrating knowledgeable, reflective and critical perspectives on early education (NAEYC 6d).	*1* *25%*	*3* *75%*			3.25
Candidate demonstrates abilities of engaging in informed advocacy for young children and the early childhood profession (NAEYC 6e).		*4* *100%*			4.0
Areas of Strength and Areas for Growth					

Program Standard VII. Early Childhood Field Experiences	4-Exceeds Standards	3-Meets Standards	2-Needs Improvement	1- Unacceptable	Mean
Field experiences and clinical practice are planned and sequenced so that candidates develop knowledge, skills and professional dispositions necessary to promote the development and learning of young children in at least two of the three early childhood age groups.					
Candidate demonstrates knowledge and skills to work effectively with different early childhood age groups (birth-age 3, 3-5, 5-8) (NAEYC 7a).	*2* *50%*	*2* *50%*			3.5
Candidate demonstrates knowledge and skills to work effectively with in different types of early education settings (early school grades, child care centers and homes, Head Start programs) (NAEYC 7b).	*1* *25%*	*3* *75%*			3.25
Areas of Strength and Areas for Growth					

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Program: BS in Special Education Fall 2021 – Spring 2022 (N=3)					
Broad and Integrative Knowledge, Skills, and Professional Dispositions	**4-Exceeds Standard**	**3-Meets Standard**	**2-Needs Improvement**	**1- Unacceptable**	**Mean**
Candidate demonstrates knowledge of learning theories, cultural diversity, and individual differences within and across the cognitive, linguistic, social, emotional, and physical areas, and how these impact design and implementation of developmentally appropriate learning experiences (InTASC 1, CF 1).		2 66.6%	1 33.3%		2.66
Candidate demonstrates knowledge, skills, and professional dispositions necessary to create culturally and academically responsive learning environments that enable each learner to meet high standards (InTASC 2 & 3 and CF 2).	1 33.3%		2 66.6%		2.66
Candidate demonstrates knowledge, skills, and professional dispositions necessary to work with others in creating environments that actively support individual and collaborative learning (InTASC 3 and CF 1)	1 33.3%	2 66.6%			3.33
Candidate demonstrates knowledge, skills, and professional dispositions necessary to positively impact on all P-12 students' learning and development through effective design and thoughtful execution of developmentally appropriate learning activities and outcomes assessments (InTASC 1-3 and CF 3).		3 100%			3.00
Candidate demonstrates knowledge, skills, and professional dispositions necessary to integrate appropriate and relevant technology that supports instructional and assessment activities (MTTS IV and V).		3 100%			3.00
Candidate demonstrates knowledge of Maryland accountability elements as articulated in relevant Maryland College and Career-Ready Standards (MCCRS).	2 66.6%	1 33.3%			3.66
Candidate demonstrates knowledge, skills, and professional dispositions necessary to implement learning and assessment activities aligned with relevant Maryland College and Career-Ready Standards (MCCRS).	1 33.3%	2 66.6%			3.33
Standard I: Learner Development and Individual Learning Differences	**4-Exceeds Standard**	**3-Meets Standard**	**2-Needs Improvement**	**1- Unacceptable**	**Mean**
1.0 Candidate selects adapts and implements a variety of research-based practices to provide meaningful and challenging learning experiences for individuals with exceptionalities.	1 33.3%	2 66.6%			3.33
1.1 The candidate demonstrates consideration of an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences.	1 33.3%	1 33.3%	1 33.3%		3.00
1.2 Candidate provides gender and multi-cultural equity lessons that reflect individual differences and respond to the needs of individuals with exceptionalities **(CF – Diversity 1a and 1b)**		3 100%			3.00
Areas of Strength and Areas for Growth					
Standard II: Learning Environments	**4-Exceeds Standard**	**3-Meets Standard**	**2-Needs Improvement**	**1- Unacceptable**	**Mean**
2.0 Candidate designs learning environments that encourage active participation in individual and group activities and encourages student independence and well-being.	1 33.3%	2 66.6%			3.33
2.1 Communicates high expectations while respecting and valuing individual differences and cultural diversity **(CF - Diversity 1)**	1 33.3%	1 33.3%	1 33.3%		3.00
2.1 Organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued **(CF- Diversity 1)**		3 100%			3.00
2.2 Motivates through the use of interesting and challenging activities as observed in the lesson motivation or guided practice.		3 100%			3.00
2.3 Uses effective and varied behavior management strategies and handles disruptive behavior firmly and fairly	1 33.3%	2 66.6%			3.33
2.3 Candidate creates an orderly and supportive environment by designing and managing routines.	1 33.3%	2 66.6%			3.33
Areas of Strength and Areas for Growth					

Standard III: Curricular Content Knowledge		4-Exceeds Standard	3-Meets Standard	2-Needs Improvement	1- Unacceptable	Mean
3.1	Candidate demonstrates the ability to select, adapt, and implement a variety of research-based practices validated by tools of inquiry of the content areas they teach and the integration of cross-disciplinary skills for individuals with exceptionalities.		3 100%			3.00
3.2	Candidate is responsive to student needs by adapting the pace, teaching methods, content and/or materials while integrating cross-disciplinary skills, and developing meaningful learning progressions for individuals with exceptionalities.	1 33.3%	2 66.6%			3.33
3.3	Candidate demonstrates the ability to make appropriate accommodations & modification of general and specialized curricula.		2 66.6%	1 33.3%		3.00
	Areas of Strength and Areas for Growth					

Standard IV: Assessment		4-Exceeds Standard	3-Meets Standard	2-Needs Improvement	1- Unacceptable	Mean
4.0	Candidate plans for using multiple methods and measures to assess student learning and is able to create and explain criteria for assessing student work.	1 33.3%	1 33.3%	1 33.3%		3.00
4.1	Candidate analyzes and reflects to evaluate research and inquiry to identify effective practices.		2 66.6%	1 33.3%		3.00
4.2	Candidate analyzes, evaluates and reflects on student assessment data and instruction; and monitors the progress of individuals with exceptional learning needs to improve instructional practice. (Summative).	1 33.3%	1 33.3%	1 33.3%		3.00
4.3	Candidate conducts formal and informal assessments using appropriate technologies as supports and collaborates with colleagues and families in making educational decisions.		3 100%			3.00
4.4	Candidate regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work for the purpose of quality learning, performance and feedback to guide them.	1 33.3%	1 33.3%	1 33.3%		3.00
	Areas of Strength and Areas for Growth					

Standard V: Instructional Planning and Strategies		4-Exceeds Standard	3-Meets Standard	2-Needs Improvement	1- Unacceptable	Mean
5.1	The candidate demonstrates consideration of an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences.	1 33.3%	2 66.6%			3.33
5.2	Candidates demonstrate competence in using technology to achieve instructional objective (MTTS IV) (MCCRS)		3 100%			3.00
5.3	Candidate uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans that meet the developmental and academic needs of individuals with exceptionalities (MCCRS)		2 66.6%	1 33.3%		3.00
5.4	Candidate provides opportunities for individuals with exceptionalities to participate actively and successfully at different levels	1 33.3%	2 66.6%			3.33
5.5	Candidate facilitates a variety of education learning experiences that incorporates self-direction, interaction, and choice in collaboration with stakeholders with multiple perspectives (e.g. individual's families and teams).	1 33.3%	2 66.6%			3.33
5.6	The candidate demonstrates the ability to appropriately teach to mastery and promote generalization of learning.		2 66.6%	1 33.3%		2.66

		4-Exceeds Standard	3-Meets Standard	2-Needs Improvement	1- Unacceptable	Mean
5.6	Candidate plans a sequence of activities which are focused on the achievement of the instructional objectives.	1 33.3%	2 66.6%			3.33
5.7	The candidate demonstrates the ability to appropriately teach cross-disciplinary knowledge and skills such as critical thinking and problem solving.		2 66.6%	1 33.3%		2.66

Areas of Strength and Areas for Growth

Standard VI: Professional Learning and Ethical Practice	4-Exceeds Standard	3-Meets Standard	2-Needs Improvement	1- Unacceptable	Mean
6.1 Candidate exhibits a commitment to professional standards associated with their areas of expertise to guide their practice	2 66.6%	1 33.3%			3.66
6.2 The candidate demonstrates an understanding of how foundational knowledge and current issues influence professional practice.		3 100%			3.00
6.3 Candidate guides student behavior and moral development through an emphasis on personal responsibility for the common good promoting diversity in the school and the resolve of complex human issues in the delivery of special education services. **(CF-Diversity 1)**		3 100%			3.00
6.4 Candidate demonstrates concept of oneself as a lifelong learner by actively planning and engaging in professional activities that foster professional growth and keeps current with research-based practices.		3 100%			3.00
6.5 Candidate demonstrates courtesy and caring in relationships with individuals with exceptionalities and engages in activities of advocacy and mentoring.	1 33.3%	2 66.6%			3.33
6.6 Candidate presents content accurately and instructions clearly and demonstrates growth and dissemination of professional knowledge and skills.	1 33.3%	1 33.3%	1 33.3%		3.00

Areas of Strength and Areas for Growth

Standard VII: Collaboration	4-Exceeds Standard	3-Meets Standard	2-Needs Improvement	1- Unacceptable	Mean
7.1 Candidate engages in productive relationships with other educators, service providers and personnel from community agencies as well as foster respectful and beneficial relationships with the families of individuals with exceptionalities.	1 33.3%	2 66.6%			3.33
7.2 Candidate exhibits knowledge, skills and abilities that models techniques and coaches others in the use of researched-based instructional methods and accommodations	1 33.3%	2 66.6%			3.33
7.3 Collaborates with school personnel and community members in integrating individuals with exceptional learning into various settings while promoting a sense of well-being.	1 33.3%	2 66.6%			3.33

Areas of Strength and Areas for Growth