

## COLLEGE OF ARTS & SCIENCES, AND EDUCATION Department of Teaching and Learning

"Educator as a Reflective Facilitator of Learning"

## **Program: Early Childhood Education Assessment: Exit Interview** Fall 2021 – Spring 2022 (N=4) InTASC **Exceed Expectation (4)** Unacceptable (1) **Composite Score Meets Expectation (3) Needs Improvement (2) Standards** 4 3 2 1 Mean The intern clearly The intern has limited The intern clearly does 3 3.75 1. Learner The intern understands 1 Development understands the the importance of understanding of the not understand the 75% 25% importance of meeting meeting learners' importance of meeting importance of meeting learners' cognitive, cognitive, social, learners' cognitive, social, learners' cognitive, social, social, emotional, and emotional, and physical emotional, and physical emotional, and physical physical needs to needs to provide needs to provide needs to provide provide academic academic growth. academic growth. academic growth. growth. 2 2. Learner The intern clearly The intern understands The intern has limited The intern has no 3.5 Differences understands learner learner differences and understanding of learner understanding of learner differences and clearly is able to show how to differences and struggles differences and is unable details how to provide a provide a learning to show how to provide a to show how to provide a learning environment in environment in which learning environment in learning environment in which learners are learners are involved which learners are which learners are involved and included. and included. involved and included. involved and included. The intern does not Learning The intern clearly The intern understands The intern has limited 4.0 understands the value of 100% Environments the value of an understanding of the understand the value of establishing an interactive learning value of establishing an establishing an interactive interactive learning environment and interactive learning learning environment and environment and articulates some degree environment and cannot cannot articulate any of collaboration to articulates collaboration articulate any collaboration to create to create such create such collaboration to create such environments. environment. environment. such environments. 3 4. Content The intern clearly The intern understands The intern has limited The intern struggles with 1 3.25 Knowledge understands and and uses content content knowledge and content knowledge and is 25% 75% describes use of content knowledge to make struggles to describe how not able to articulate to use knowledge to make standards alignment or knowledge to make learning meaningful and to enhance the learning meaningful and learning meaningful and strategies to make to enhance the learner's learner's mastery of is challenged to learning meaningful.

articulated articulation

with content standards.

mastery of content,

specifically through

content and some

		knowledgeable alignment with content standards.	knowledge of alignment with content standards.						
5.	Application of Content	The intern consistently shows clear understanding of importance of content knowledge to learner engagement and achievement.	The intern has limited understanding of importance of content knowledge to learner engagement and achievement.	The intern rarely conveys understanding of importance of content knowledge to learner engagement and achievement.	The intern does not share an understanding of importance of content knowledge to learner engagement and achievement.	2 50%	2 50%		3.5
6.	Assessment	The intern consistently discussed use of multiple modes of assessments to engage learners, monitor learners' progress, and to guide instructional decisions.	The intern shared some modes of assessments used to engage learners, monitor their progress, and guide instructional decisions.	The intern rarely discussed use of multiple modes of assessments as strategies to engage learners, monitor their progress, or guide instructional decisions.	The intern never discussed use of multiple modes of assessments and is unable to detail assessment strategies to guide instructional decision.	2 50%	2 50%		3.5
7.	Planning for Instruction	The intern consistently shared ability to plan standards-based instruction with modifications to meet students' needs.	The intern shared limited ability to plan standards-based instruction with modifications to meet students' needs.	The intern seldom shared ability to plan standards-based instruction with limited modifications to meet students' needs.	The intern never shared ability to plan standards-based instruction and gave no consideration of modifications to meet students' needs.	2 50%	2 50%		3.5
8.	Instructional Strategies	The intern consistently provided details to support use of a variety of instructional strategies to promote learners' content knowledge.	The intern's provided enough details to document use of variety of instructional strategies promote learners' content knowledge.	The intern's shared limited details to document use of a variety of instructional strategies promote learners' content knowledge.	The intern's shared no details to document use of a variety of instructional strategies promote learners' content knowledge.	4 100%			4.0
9.	Professional Learning and Ethical Practice	The intern consistently demonstrates ability to continually assess strategies and plans for collaborative practices and professional growth.	The intern demonstrates ability to assess strategies and plans for collaborative practices and professional growth.	The intern demonstrates limited ability to assess strategies and plans for collaborative practices and professional growth.	The intern does not demonstrate the ability to assess strategies or plans for collaborative practices and professional growth.	1 25%	3 75%		3.25
10.	Leadership and Collaboration	The intern is unfailingly aware of the importance of active involvement in leadership roles and will work untiringly to advance the profession.	The intern knows the importance of involvement in leadership roles and will work to advance the profession.	The intern has limited knowledge of the importance of involvement in leadership roles as actions to advance the profession.	The intern has no knowledge of the importance of involvement in leadership roles and is not prepared to advance the profession.	1 25%	3 75%		3.25

40-36 Points: Exceeds Expectation
35-32 Points: Meets Expectation
31 Points Or Below: Does Not Meet Expectations



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

	Program: Special Education Assessment: Exit Interview Fall 2021 – Spring 2022 (N=3)									
InTASC Exceed Expectation (4) Standards			Meets Expectation (3)	Needs Improvement (2)	Unacceptable (1)		Com	posite S	core	
						4	3	2	1	Mean
1.	Learner Development	The intern clearly understands the importance of meeting learners' cognitive, social, emotional, and physical needs to provide academic growth.	The intern understands the importance of meeting learners' cognitive, social, emotional, and physical needs to provide academic growth.	The intern has limited understanding of the importance of meeting learners' cognitive, social, emotional, and physical needs to provide academic growth.	The intern clearly does not understand the importance of meeting learners' cognitive, social, emotional, and physical needs to provide academic growth.	1 33.3%	1 33.3%	1 33.3 %		3.0
2.	Learner Differences	The intern clearly understands learner differences and clearly details how to provide a learning environment in which learners are involved and included.	The intern understands learner differences and is able to show how to provide a learning environment in which learners are involved and included.	The intern has limited understanding of learner differences and struggles to show how to provide a learning environment in which learners are involved and included.	The intern has no understanding of learner differences and is unable to show how to provide a learning environment in which learners are involved and included.	2 66.6%	1 33.3%			3.66
3.	Learning Environments	The intern clearly understands the value of establishing an interactive learning environment and articulates collaboration to create such environment.	The intern understands the value of an interactive learning environment and articulates some degree of collaboration to create such environment.	The intern has limited understanding of the value of establishing an interactive learning environment and cannot articulate any collaboration to create such environments.	The intern does not understand the value of establishing an interactive learning environment and cannot articulate any collaboration to create such environments.	3 100%				4.0
4.	Content Knowledge	The intern clearly understands and describes use of content knowledge to make learning meaningful and to enhance the learner's mastery of content, specifically through	The intern understands and uses content knowledge to make learning meaningful and to enhance the learner's mastery of content and some	The intern has limited content knowledge and struggles to describe how to use knowledge to make learning meaningful and is challenged to articulated articulation with content standards.	The intern struggles with content knowledge and is not able to articulate standards alignment or strategies to make learning meaningful.	2 66.6%	1 33.3%			3.66

		knowledgeable alignment with content standards.	knowledge of alignment with content standards.					
5.	Application of Content	The intern consistently shows clear understanding of importance of content knowledge to learner engagement and achievement.	The intern has limited understanding of importance of content knowledge to learner engagement and achievement.	The intern rarely conveys understanding of importance of content knowledge to learner engagement and achievement.	The intern does not share an understanding of importance of content knowledge to learner engagement and achievement.	2 66.6%	1 33.3%	3.66
6.	Assessment	The intern consistently discussed use of multiple modes of assessments to engage learners, monitor learners' progress, and to guide instructional decisions.	The intern shared some modes of assessments used to engage learners, monitor their progress, and guide instructional decisions.	The intern rarely discussed use of multiple modes of assessments as strategies to engage learners, monitor their progress, or guide instructional decisions.	The intern never discussed use of multiple modes of assessments and is unable to detail assessment strategies to guide instructional decision.	1 33.3%	2 66.6%	3.33
7.	Planning for Instruction	The intern consistently shared ability to plan standards-based instruction with modifications to meet students' needs.	The intern shared limited ability to plan standards-based instruction with modifications to meet students' needs.	The intern seldom shared ability to plan standards-based instruction with limited modifications to meet students' needs.	The intern never shared ability to plan standards-based instruction and gave no consideration of modifications to meet students' needs.	2 66.6%	1 33.3%	3.66
8.	Instructional Strategies	The intern consistently provided details to support use of a variety of instructional strategies to promote learners' content knowledge.	The intern's provided enough details to document use of variety of instructional strategies promote learners' content knowledge.	The intern's shared limited details to document use of a variety of instructional strategies promote learners' content knowledge.	The intern's shared no details to document use of a variety of instructional strategies promote learners' content knowledge.		3	3.00
9.	Professional Learning and Ethical Practice	The intern consistently demonstrates ability to continually assess strategies and plans for collaborative practices and professional growth.	The intern demonstrates ability to assess strategies and plans for collaborative practices and professional growth.	The intern demonstrates limited ability to assess strategies and plans for collaborative practices and professional growth.	The intern does not demonstrate the ability to assess strategies or plans for collaborative practices and professional growth.	2 66.6%	1 33.3%	3.66
10.	Leadership and Collaboration	The intern is unfailingly aware of the importance of active involvement in leadership roles and will work untiringly to advance the profession.	The intern knows the importance of involvement in leadership roles and will work to advance the profession.	The intern has limited knowledge of the importance of involvement in leadership roles as actions to advance the profession.	The intern has no knowledge of the importance of involvement in leadership roles and is not prepared to advance the profession.	1 33.3%	2 66.6%	3.33

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