



COLLEGE OF ARTS & SCIENCES, AND EDUCATION
 Department of Teaching and Learning
 2500 West North Avenue, Baltimore, Maryland 21216
 “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 and institutional 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.

Student Evaluation Observation Form

Program: Elementary Education

Fall 2019-Spring 2020 (n=9)

Institutional Standards (InTASC, Maryland P12 Priorities and CSU CF 1-3)	4-Exceeds Standards	3- Meets Standards	2- Needs Improvement	1- Unacceptable
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).	0(0%)	9(100%)	0(0%)	0(0%)
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).	3(37.5%)	4(37.5%)	2(25%)	0(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)	3(37.5%)	6(62.5%)	0(0%)	0(0%)
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).	2(25%)	7(75%)	0(0%)	0(0%)
Candidate demonstrates knowledge, skills, and professional dispositions necessary to integrate appropriate and relevant	4(50%)	5(50%)	0(0%)	0(0%)

technology that support instructional and assessment activities (MTTS IV and V).					
Candidate demonstrates knowledge of Maryland accountability elements as articulated in relevant Maryland College and Career-Ready Standards (MCCRS).	3 (37.5%)	6(62.5%)	0(0%)	0(0%)	3.33
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(12.5%)	8 (87.5%)	0(0%)	0(0%)	3.11
Program Standard I: Development, Learning, and Motivation	4-Exceeds Standards	3- Meets Standards	2- Needs Improvement	1- Unacceptable	Mean
Delivers a creative and relevant introduction which activates prior knowledge and engages students' learning. [ACEI 1.0, CAEP 3f, 4a]	4(50%)	4(37.5%)	1(12.5%)	0(0%)	3.33
Relates content to learner's interest and experiences to motivate students. [ACEI 1.0, CAEP 3f]	5(50%)	4(50%)	0(0%)	0(0%)	3.56
Considers the physical, cognitive, social, emotional, and moral development of the student to individualize the instruction. [ACEI 1.0, 3d]	1(12.5%)	7(75%)	1(12.5%)	0(0%)	3.0
Provides instruction that is achievable but also challenging for children at various developmental levels. [ACEI 1.0, CAEP 4f, 4g]	3(37.5%)	5(50%)	1(12.5%)	0(0%)	3.22
Provides developmentally appropriate learning experiences so all students can learn. [ACEI 1.0, CAEP 4f, 4g]	2(25%)	7(75%)	0(0%)	0(0%)	3.22
Applies learning theory and knowledge of human development to the teaching-learning process. [ACEI 1.0, CAEP 4a]	0(0%)	8(87.5%)	1(12.5%)	0(0%)	2.89
Utilizes knowledge of development stages (e.g. Piaget, Erickson) to plan lessons and select teaching strategies and activities [ACEI 1.0, CAEP 4a]	1(12.5%)	8(87.5%)	0(0%)	0(0%)	3.11
Program Standard II: Curriculum	4-Exceeds Standards	3- Meets Standards	2- Needs Improvement	1- Unacceptable	Mean
Demonstrates a high level of competence in the discipline/subject area. [ACEI 2.0, CAEP 2a-2d]	4(50%)	5(50%)	0(0%)	0(0%)	3.44
Uses writing, speaking, listening, and thinking skills to help students apply their developing skills to many different situations, materials, and ideas [ACEI 2.0, CAEP 4e]	2(25%)	7(75%)	0(0%)	0(0%)	3.22
Knows and uses the major concepts, skills, and processes in the subject area they teach [ACEI 2.0, CAEP 2a-2d]	1(12.5%)	8(87.5%)	0(0%)	0(0%)	3.11
Designs and implements age appropriate inquiry lessons to teach and build upon students' knowledge [ACEI 2.0, CAEP 3c]	2(25%)	7(75%)	0(0%)	0(0%)	3.22
Generates experiences to strengthen students' abilities to perform task in the content area [ACEI 2.0, CAEP 3f]	1(12.5%)	8(87.5%)	0(0%)	0(0%)	3.11

Creates instructional activities that allow students to examine constructivist learning theory [ACEI 2.0, CAEP 3f]	2(25%)	7(75%)	0(0%)	0(0%)	3.22
Demonstrates appropriate content knowledge reflecting the knowledge, skills, and disposition of the content area [ACEI 2.1-2.7, CAEP 2a-2d]	3(37.5%)	6(62.5%)	0(0%)	0(0%)	3.33
Demonstrates appropriate pedagogical content knowledge reflecting the knowledge, skills, and disposition of the content area [ACEI 2.1-2.7, CAEP 2a-2d].	2(25%)	6(62.5%)	1(12.5%)	0(0%)	3.11
Program Standard III: Instruction	4-Exceeds Standards	3- Meets Standards	2- Needs Improvement	1- Unacceptable	Mean
Motivates students to appreciate and be engaged in the subject matter [ACEI 3.1, CAEP 3f, 4a]	5(62.5%)	3(25%)	1(12.5%)	0(0%)	3.44
Utilizes a variety of resources (print and on-print) to benefit and enhance student learning [ACEI 3.1, CAEP 3c]	4(50%)	5(50%)	0(0%)	0(0%)	3.44
Identifies differences in approaches to learning including learning styles & differentiated instruction [ACEI 3.2, CAEP 3d]	2(25%)	5(50%)	2(25%)	0(0%)	3.0
Identifies and designs instruction appropriate to K-6 students' needs [ACEI 3.2, CAEP 3d]	1(12.5%)	7(75%)	1(12.5%)	0(0%)	3.0
Uses teaching strategies (e.g. cooperative learning, direct instruction) to encourage critical thinking and problem solving [ACEI 3.3, CAEP 4a, 4e-4g]	4(50%)	4(37.5%)	1(12.5%)	0(0%)	3.33
Demonstrates principles of effective classroom management. [ACEI 3.4, CAEP 3e]	1(12.5%)	7(75%)	1(12.5%)	0(0%)	3.0
Creates supportive learning environments for social interaction [ACEI 3.4, CAEP 1b]	1(12.5%)	8(87.5%)	0(0%)	0(0%)	3.11
Models effective communication strategies to convey ideas and ask questions [ACEI 3.5, CAEP 4e]	3(37.5%)	6(62.5%)	0(0%)	0(0%)	3.33
Uses oral and written discourse to develop student's understanding of subject matter [ACEI 3.5, CAEP 4e-4g]	1(12.5%)	8(87.5%)	0(0%)	0(0%)	3.11
Use a variety of media communication tools to enrich learning opportunities [ACEI 3.5, CAEP 4a]	3(37.5%)	5(50%)	1(12.5%)	0(0%)	3.22
Program Standard IV: Assessment	4-Exceeds Standards	3- Meets Standards	2- Needs Improvement	1- Unacceptable	Mean
Identifies assessments tools and strategies, accurately and systematically, that are necessary for monitoring student learning; [ACEI 4.0, CAEP 3a]	3(25%)	6(75%)	0(0%)	0(0%)	3.33
Uses appropriately a variety of formal and informal assessment techniques to evaluate student progress [ACEI 4.0, CAEP 3a]	1(12.5%)	8(87.5%)	0(0%)	0(0%)	3.11
Monitors their own teaching strategies and behaviors in relation to student success [ACEI 4.0, CAEP 3b]	0(0%)	9(100%)	(20%)	0(0%)	3.0
Modifies plans and instructional approaches according to development of students [ACEI 4.0, CAEP 3b]	1(12.5%)	8(87.5%)	(20%)	0(0%)	3.11

Uses data to drive instruction based on formative assessment [ACEI 4.0, CAEP 3b]	3(37.5%)	6(62.5%)	0(0%)	0(0%)	3.33
Program Standard V: Professionalism	4-Exceeds Standards	3- Meets Standards	2- Needs Improvement	1- Unacceptable	Mean
Knows and uses major areas of research on teaching and of resources for professional learning [ACEI 5.1, CAEP 5b]	0(0%)	9(100%)	0(0%)	0(0%)	3.0
Use classroom observation and information about students as sources for evaluating the outcome of teaching [ACEI 5.1, CAEP 1a]	3(37.5%)	6(62.5%)	0(0%)	0(0%)	3.33
Reflects and revises on daily teaching practices. [ACEI 5.1, CAEP 5b]	3(37.5%)	6(62.5%)	0(0%)	0(0%)	3.33
Uses academic and professional language in conferences with mentor teacher and university supervisor to express planning and preparation [ACEI 5.1, CAEP 5c]	1(12.5%)	8(87.5%)	0(0%)	0(0%)	3.11
Understands schools as organizations with the larger school community context and utilizes collaboration with school personnel (e.g.: mentor teacher, special educator, instructional support teachers) [ACEI 5.2, CAEP 5a]	2(25%)	7(75%)	1(20%)	0(0%)	3.22
Collaborates with university supervisor and mentor teacher; uses feedback from stakeholders to ensure successfully planned lesson [ACEI 5.2, CAEP 5c]	6(62.5%)	3(37.5%)	0(0%)	(0%)	3.67

Early Childhood Education					
Fall 2019-Spring 2020 (n=7)					
I. Institutional Standards (InTASC, Maryland P12 Priorities and CSU CF 1-3)					
Broad and Integrative Knowledge, Skills and Professional Dispositions	1	2	3	4	N/A
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).			5 (71%)	2 (29%)	
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).		2 (29%)	3 (43%)	2 (29%)	
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)			4 (57%)	3 (43%)	
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).			6 (86%)	1 (14%)	
Candidate demonstrates knowledge, skills, and professional dispositions necessary to integrate appropriate and relevant technology that support instructional and assessment activities (MTTS IV and V).		1 (14%)	5 (71%)	1 (14%)	
Candidate demonstrates knowledge of Maryland accountability elements as articulated in relevant Maryland College and Career-Ready Standards (MCCRS).		1 (14%)	4 (57%)	2 (29%)	
Candidate demonstrates knowledge, skills, and professional dispositions necessary to implement learning and assessment activities aligned with relevant Maryland College and Career-Ready Standards (MCCRS).			5 (71%)	2 (29%)	
Candidate demonstrates knowledge, skills, and professional dispositions necessary to support the Maryland accountability elements as articulated in Ready for Kindergarten (R4K).			6 (86%)	1 (14%)	
Areas of Strength and Areas for Growth					
II. Professional Standards (NAEYC 2010, InTASC 4-10)					
Program Standard I: Promoting Child Development And Learning	1	2	3	4	N/A
Candidates prepared in early childhood degree programs are grounded in a child development knowledge base <i>that</i> 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).			4 (57%)	3 (43%)	
Candidate demonstrates knowledge of the multiple influences on early development and learning (NAEYC 1b).			4 (57%)	3 (43%)	
Candidate demonstrates the use of developmental knowledge to create healthy, respectful, supportive and challenging learning environments for young children (NAEYC 1c).			4 (57%)	2 (29%)	1 (14%)
Areas of Strength and Areas for Growth					
Program Standard II: Building Family And Community Relationships	1	2	3	4	N/A
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 (57%)		3 (43%)
Candidate demonstrates knowledge and skills that support and engage families and communities through respectful, reciprocal relationships (NAEYC 2b).			1 (14%)	1 (14%)	5 (71%)
Candidate demonstrates knowledge and skills of involving families and communities in young children's development and learning (NAEYC2c).			3 (43%)		4 (57%)

Areas of Strength and Areas for Growth					
Program Standard III: Observing, Documenting and Assessing to Support Young Children and Families	1	2	3	4	N/A
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).		2 (29%)	5 (71%)		
Candidate demonstrates knowledge and skills of using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology (NAEYC 3b).			6 (86%)	1 (14%)	
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).			3 (43%)	1 (14%)	3 (43%)
Candidate demonstrates knowledge and skills of assessment partnerships with families and with professional colleagues to build effective learning environments (NAEYC 3d).			3 (43%)	1 (14%)	3 (43%)
Areas of Strength and Areas for Growth					
Program Standard IV: Using Developmentally Effective Approaches	1	2	3	4	N/A
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).			5 (71%)	1 (14%)	1 (14%)
Candidate demonstrates knowledge of effective strategies and tools for early education including appropriate uses of technology (NAEYC 4b).			5 (71%)	2 (29%)	
Candidate demonstrates knowledge and skills of using a broad repertoire of developmentally appropriate teaching and learning approaches (NAEYC 4c).		1 (14%)	4 (57%)	1 (14%)	
Candidate demonstrates knowledge and skills of reflection on own practice to promote positive outcomes for each child (NAEYC 4d).			3 (43%)	4 (57%)	
Areas of Strength and Areas for Growth 1					
Program Standard V: Using Content Knowledge To Build Meaningful Curriculum	1	2	3	4	N/A
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).			5 (71%)	1 (14%)	1 (14%)
Candidate demonstrates knowledge and skills of using central the central concepts, inquiry tools and structures of content areas or academic disciplines.(NAEYC 5b).			6 (86%)	1 (14%)	
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 (14%)	4 (57%)	2 (29%)	
Areas of Strength and Areas for Growth					
Program Standard VI: Becoming a Professional	1	2	3	4	N/A
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).			6 (86%)	1 (14%)	
Candidate demonstrates knowledge and skills of upholding ethical standards and other early childhood professional guidelines (NAEYC 6b).			5 (71%)	2 (29%)	

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 (43%)	4 (57%)	
Candidate demonstrates knowledge and skills of integrating knowledgeable, reflective and critical perspectives on early education (NAEYC 6d).		1 (14%)	3 (43%)	3 (43%)	
Candidate demonstrates abilities of engaging in informed advocacy for young children and the early childhood profession (NAEYC 6e).			4 (57%)	3 (43%)	
Areas of Strength and Areas for Growth					
Program Standard VII. Early Childhood Field Experiences	1	2	3	4	N/A
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).			4 (57%)	2 (29%)	1 (14%)
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).				2 (29%)	5 (71%)
Areas of Strength and Areas for Growth					