



COLLEGE OF ARTS & SCIENCES, AND EDUCATION
2500 West North Avenue, Baltimore, Maryland 21216
 Grace Hill Jacobs Room 730; (410) 951-3066
"Educator as a Reflective Facilitator of Learning"

2020 Spring Exit Interview – ELED (N=6)

Standard Elements				4-Target-	3-Acceptable-	2-Needs Improvement-	1-unacceptable
1, 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.	5 83%	1 17%		
2 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.	5 83%	1 17%		
3.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.	6 100%			
4.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 knowledgeable alignment with content standards.	The intern understands and uses content knowledge to make learning meaningful and to enhance the learner's mastery of content and some knowledge of alignment with content standards.	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.	4 67%	2 33%		
5.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.	6 100%			
6.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.	4 67%	2 33%		
7.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.	5 83%	1 17%		

8.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 67%	2 33%		
9.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.	5 83%	1 17%		
10.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.	4 67%	2 33%		

2020 Spring Exit Interview - ECED (N=8)

Standard Elements				4- Target-	3- Acceptable-	2-Needs Improvement-	1- unacceptable
1.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.	5 63%	3 37%		
2.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.	5 63%	3 37%		
3.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.	5 63%	3 37%		
4.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 knowledgeable alignment with content standards.	The intern understands and uses content knowledge to make learning meaningful and to enhance the learner's mastery of content and some knowledge of alignment with content standards.	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.	3 38%	4 50%		1 12%
5.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.	5 63%	2 25%		1 12%
6.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.	4 50%	2 25%	2 25%	
7.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.	5 63%	2 25%	1 12%	

8.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 50%	3 38%	1 12%	
9.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.	4 50%	4 50%		
10.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.	4 50%	3 38%	1 12%	

2020 Spring Exit Interview - SPED (N=1)

Standard Elements				4-Target-	3-Acceptable-	2-Needs Improvement-	1-unacceptable
1.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.	1 100%			
2.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.	1 100%			
3.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.	1 100%			
4.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 knowledgeable alignment with content standards.	The intern understands and uses content knowledge to make learning meaningful and to enhance the learner's mastery of content and some knowledge of alignment with content standards.	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.	1 100%			
5.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.	1 100%			
6.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.	1 100%			
7.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.		1 100%		

<p>8.The intern consistently provided details to support use of a variety of instructional strategies to promote learners' content knowledge.</p>	<p>The intern's provided enough details to document use of variety of instructional strategies promote learners' content knowledge.</p>	<p>The intern's shared limited details to document use of a variety of instructional strategies promote learners' content knowledge.</p>	<p>The intern's shared no details to document use of a variety of instructional strategies promote learners' content knowledge.</p>	<p>1 100%</p>			
<p>9.The intern consistently demonstrates ability to continually assess strategies and plans for collaborative practices and professional growth.</p>	<p>The intern demonstrates ability to assess strategies and plans for collaborative practices and professional growth.</p>	<p>The intern demonstrates limited ability to assess strategies and plans for collaborative practices and professional growth.</p>	<p>The intern does not demonstrate the ability to assess strategies or plans for collaborative practices and professional growth.</p>	<p>1 100%</p>			
<p>10.The intern is unfailingly aware of the importance of active involvement in leadership roles and will work untiringly to advance the profession.</p>	<p>The intern knows the importance of involvement in leadership roles and will work to advance the profession.</p>	<p>The intern has limited knowledge of the importance of involvement in leadership roles as actions to advance the profession.</p>	<p>The intern has no knowledge of the importance of involvement in leadership roles and is not prepared to advance the profession.</p>	<p>1 100%</p>			