



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 Standards | Exceed Expectation (4) | Meets Expectation (3) | Needs Improvement (2) | Unacceptable (1) | Composite Score | | | | | |
| | | | | | 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. | 3 75% | 1 25% | | | | 3.75 |
| 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 | 2 | | | | 3.5 |
| 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. | 4 100% | | | | | 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. | 1 25% | 3 75% | | | | 3.25 |

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|---|--|--|--|--|-----------|----------|--|--|------|
| | 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 Standards | Exceed Expectation (4) | Meets Expectation (3) | Needs Improvement (2) | Unacceptable (1) | Composite Score | | | | | |
| | | | | | 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 |

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|---|--|--|--|--|------------|------------|--|--|------|
| | 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 |

40-36 Points: Exceeds Expectation

35-32 Points: Meets Expectation

31 Points Or Below: Does Not Meet Expectations