

Richard W. Riley College of Education, Sport, and Human Sciences, Winthrop University
EARLY CHILDHOOD INTERNSHIP I EVALUATION REPORT

Teacher Candidate Name:		WU ID#:			
School:		Grade:		Date:	
Mentor Teacher Name:		University Supervisor Name:			

OBSERVATIONS	Lesson Content/Topic	Date
University Supervisor		
Mentor Teacher		
Site-Based Observer		

EVALUATION OUTCOMES	Below Expectations	Meets Expectations	Exceeds Expectations
Short Range Planning			
Instruction			
Environment			
Professionalism			
Early Childhood Education			

A teacher candidate must score a "Meets Expectations" rating or above in each performance domain to be scored as **Satisfactory**.
 The teacher candidate is **Unsatisfactory** **Satisfactory**

With my signature below, I attest to attending an introductory meeting, participating in the midterm/final [circle one] evaluation conference, and agreeing with the data/ratings presented in the report.

 Teacher Candidate

 Mentor Teacher

 University Supervisor

Directions: The **Early Childhood Education Internship I Evaluation Scoring Rubric** provides detailed descriptions for teacher candidates at each of the following levels: **EE**= “Exceeds Expectations,” **ME**= “Meets Expectations,” and **BE**= “Below Expectations.” **NO** = “No Opportunity” (*NA in the SL&L system*); this column should be used if a candidate has not yet had the opportunity to demonstrate a competency. Please highlight the appropriate rating and then provide rating explanations under “Supporting Documentation and Evidence”.

Domain 1: SHORT-RANGE PLANNING		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
1.1	<p>TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards.</p> <p>InTASC 4, 7; CAEP 1.3, 1.4 SCTS 4.0 – Instruction (Standards and Objectives); Planning (Instructional Plans; Assessment) NAEYC Standard 5b: Using Content Knowledge</p>	<p>Lesson plans do not align with unit goals. Some learning experiences included in the lessons do not meet any identified objectives or are developmentally inappropriate. Learning experiences are passive and do not ensure student engagement. Lesson plans do not meet expectations of the discipline.</p>	<p>Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.</p>	<p>Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, appropriately challenging, and align with the standards.</p>		
1.2	<p>TC designs, selects, or modifies assessments that are aligned with lesson objectives.</p> <p>InTASC 6, 7; CAEP 1.2 SCTS 4.0 – Planning (Instructional Plans; Assessment) NAEYC Standard 3c: Observing, Documenting and Assessing</p>	<p>Assessments do not align with lesson objectives, or no assessments are identified.</p>	<p>Lesson assessments align with lesson objectives and occur at least once during the lesson.</p>	<p>Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson.</p>		
1.3	<p>TC uses data from formative, diagnostic, and summative assessments to guide instructional planning.</p> <p>InTASC 6, 7; CAEP 1.2</p>	<p>TC demonstrates a lack of understanding of the goals, benefits, and uses of assessment and does not gather or examine student</p>	<p>TC demonstrates an understanding of the goals, benefits, and uses of assessment and uses student performance data (from previous</p>	<p>TC demonstrates an extensive understanding of the goals, benefits, and uses of assessment and gathers and uses learner performance data from a</p>		

	SCTS 4.0 – Planning (Instructional Plans; Assessment) NAEYC Standard 3c: Observing, Documenting, and Assessing	performance data or does not use data appropriately in the planning process.	assessments or pre-assessment) to guide instructional strategies.	variety of assessments to modify lesson objectives and instructional plans.		
1.4	TC plans differentiated instruction to address diverse learning needs. InTASC 1, 7 CAEP 1.4 SCTS 4.0 – Planning (Instructional Plans) NAEYC Standard 1b: Promoting Child Development and Learning	Lesson plans do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.	Lesson plans include general strategies for addressing diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.	Lesson plans include specific strategies for differentiation of teaching procedures/pacing to address diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for short-range planning			

Describe at least one short-range planning strength:	
List at least one short-range planning goal:	

Domain 2: INSTRUCTION		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
2.1	<p>TC effectively communicates appropriately challenging expectations to learners.</p> <p>CAEP 1.4 SCTS 4.0- Instruction (Standards and Objectives; Activities and Materials); Environment (Expectations)</p>	TC does not communicate expectations for what students will know and be able to by the end of the lesson.	TC communicates appropriately challenging expectations for what students will know and be able to do by the end of the lesson.	TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the content .		
2.2	<p>TC differentiates instruction to meet the needs of diverse learners.</p> <p>CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Activities and Materials; Teacher Content Knowledge; Teacher Knowledge of Students) NAEYC Standard 1c: Promoting Child Development and Learning</p>	TC does not attempt to differentiate instruction.	TC uses general strategies to differentiate instruction in an attempt to meet the needs of diverse learners.	TC uses a variety of specific instructional strategies for meeting the needs of diverse learners.		
2.3	<p>TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.</p> <p>InTASC 4; CAEP 1.3; SCTS 4.0 – Instruction (Presenting Instructional Content; Academic Feedback; Teacher Content Knowledge; Teacher Knowledge of Students) NAEYC Standard 5b: Using Content Knowledge to Build Meaningful Curriculum</p>	TC lacks demonstration of an <i>understanding of content knowledge and resources in academic discipline</i> . TC presentation of content has misinformation and lacks clarity.	TC demonstrates general <i>understanding of content knowledge and resources in academic disciplines</i> . TC presentation of content is clear and accurate. TC correctly addresses learner questions and misconceptions.	TC demonstrates extensive <i>understanding of content knowledge and resources in academic disciplines</i> . TC’s presentation of content is clear, precise , and accurate. The TC uses content knowledge to field questions, make connections , and address misconceptions.		

2.4	<p>TC measures student mastery of learning by using assessment strategies with established performance criteria.</p> <p>InTASC 6 SCTS 4.0 – Instruction (Standards and Objectives) NAEYC Standard 3c: Observing, Documenting and Assessing</p>	<p>TC does <i>not know about and/or use observation, documentation, and other appropriate assessment tools and approaches</i>. TC does not establish performance criteria for assessments and/or does not conduct assessment of learning.</p>	<p>TC <i>knows about and uses observation, documentation, and other appropriate assessment tools and approaches through</i> assessments. TC measures student mastery of learning through assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria.</p>	<p>TC <i>knows about and uses observation, documentation, and other appropriate assessment tools and approaches through</i> a variety of assessments. TC uses multiple assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to measure mastery of learning. In addition, candidate provides opportunities for individual learners to self-check during the lesson.</p>	
2.5	<p>TC provides specific and timely instructional feedback to students pertaining to stated outcomes.</p> <p>InTASC 6 SCTS 4.0 – Instruction (Motivating Students; Academic Feedback) NAEYC Standard 3d: Observing, Documenting and Assessing</p>	<p>TC <i>does not know about and/or use observation, documentation, and other appropriate assessment tools and approaches and/or</i> TC rarely provides feedback or feedback is unrelated to lesson objectives.</p>	<p>TC <i>knows about and uses observation, documentation, and other appropriate assessment tools and approaches and</i> TC provides general instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.</p>	<p>TC <i>knows about and uses observation, documentation, and other appropriate assessment tools and approaches and</i> TC provides specific, corrective, and timely instructional feedback to students related to lesson objectives. Feedback is based on class-wide or individual responses.</p>	
2.6	<p>TC uses appropriate voice tone and pacing to manage instruction/environment effectively.</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing; Presenting Instructional Content) NAEYC Standard 4a: Using Developmentally Effective Approaches</p>	<p>TC <i>does not understand that positive interactions are foundational to work with young children and</i> TC's voice tone is inappropriate for managing instruction/environment. Lesson pacing</p>	<p>TC <i>understands that positive interactions are foundational to work with young children and frequently</i> demonstrates effective teaching and communication skills through appropriate voice tone and lesson pacing/sequence.</p>	<p>TC <i>understands that positive interactions are foundational for work with young children and consistently</i> demonstrates effective teaching and communication skills by varying voice tone and changing the pacing/sequence of the presentation based upon</p>	

		interferes with student learning.		student feedback during lesson.		
2.7	TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds. CAEP 1.4 SCTS 4.0 – Instruction (Motivating Students; Teacher Knowledge of Students) NAEYC Standard 1b: Promoting Child Development and Learning	TC makes no attempt to integrate cultural and linguistic backgrounds into instruction or learning experiences.	TC addresses the needs of students from diverse cultural and/or linguistic backgrounds with general strategies or learning experiences.	TC uses strategies that address the needs of individual learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture .		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for instruction			

Describe at least one instruction strength:	
List at least one instruction goal:	

Domain 3: ENVIRONMENT		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
3.1	<p>TC maintains a physically safe educational environment that is conducive to learning.</p> <p>SCTS 4.0 – Instruction (Lesson Structure and Pacing); Environment (Environment) NAEYC Standard 1c: Child Development</p>	<p>TC does not maintain healthy, respectful, supportive and challenging learning environments and/or TC does not follow safety procedures, which results or could result in lack of learning and/or student harm.</p>	<p>TC maintains healthy, respectful, supportive and challenging learning environments and TC follows the mentor teacher’s procedures to physically arrange the classroom to avoid distractions and ensure safe use of materials.</p>	<p>TC maintains healthy, respectful, supportive and challenging learning environments and TC follows safety procedures and makes adjustments to the physical environment to promote learning, avoid distractions, and ensure safe use of materials.</p>		
3.2	<p>TC maintains a respectful, inclusive environment through which interactions (teacher/student, student/student) acknowledge and celebrate diverse backgrounds and cultures.</p> <p>InTASC 2 SCTS 4.0 – Environment (Respectful Culture) NAEYC Standard 6d: Becoming a Professional</p>	<p>TC responds to students with bias toward students who differ by gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC tolerates bullying and/or disrespectful peer interactions.</p>	<p>TC addresses student difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or social economic status. TC works to establish a bully-free environment and foster interactions which exhibit awareness of students’ background and culture and are free from unhealthy conflict, sarcasm, and put-downs.</p>	<p>TC responds positively to learner difficulties, concerns, and questions without bias towards gender, ethnicity, exceptionality, sexual orientation, or socio-economic status. TC establishes a bully-free environment and considers proactive measures to foster classroom community and respect for diversity which acknowledge and celebrate all students’ background and culture. TC ensures all interactions are free from unhealthy conflict, sarcasm, and put-downs.</p>		
3.3	<p>TC creates environments that promote positive social interaction and collaboration in the learning environment.</p> <p>InTASC 3 SCTS 4.0 – Instruction (Lesson Structure and Pacing; Activities and Materials; Grouping</p>	<p>TC does not use a broad repertoire of developmentally appropriate management strategies and TC rarely uses strategies that promote student social interaction.</p>	<p>TC uses a broad repertoire of developmentally appropriate management strategies TC implements instructional activities (partner and group work, procedures, project-based learning, etc.) to</p>	<p>TC uses a broad repertoire of developmentally appropriate management strategies and makes appropriate adjustments. TC structures instructional and non-instructional routines and activities (partner and group work, procedures, project-based learning, etc.) to</p>		

	Students); Environment (Environment; Respectful Culture) NAEYC Standard 4a: Using Developmentally Effective Approaches		support positive social interactions and productive teamwork.	to support positive social interactions, productive teamwork, and collaborative learning .		
3.4	TC manages instructional routines and transitions between activities or classes in an efficient and orderly manner. InTASC 3 SCTS 4.0 – Instruction (Activities and Materials) Environment (Expectations; Managing Student Behavior) NAEYC Standard 4b: Using Developmentally Effective Approaches	TC implements ineffective procedures for managing routines and transitions resulting in reduced active engagement in instructional activities and increased problem behavior.	TC follows the mentor teacher’s procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.	TC follows and makes appropriate adjustments to the mentor teacher’s procedures for managing instructional and non-instructional routines (e.g., bathroom breaks, sharpening pencils, turning in work), and transitions.		

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for environment			

Describe at least one environment strength:	
List at least one environment goal:	

Domain 4: PROFESSIONALISM		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
4.1	TC effectively co-teaches with the mentor teacher. NAEYC Standard 6c: Becoming a Professional	TC does not <i>engage in continuous, collaborative learning to inform practice</i> . TC does not engage in co-teaching with the mentor teacher.	TC <i>engages in continuous, collaborative learning to inform practice by following</i> the guidance of the mentor teacher to plan and implement co-taught lessons.	TC <i>engages in continuous, collaborative learning to inform practice and</i> TC collaborates with the mentor teacher to plan and implement co-taught lessons.		
4.2	TC establishes professional relationships with school personnel and students. InTASC 10 NAEYC Standard 6c: Becoming a Professional	TC exhibits unprofessional behaviors that damage relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) or students.	TC conducts self in a professional manner when interacting with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.	TC not only conducts self in a professional manner, but, also, takes initiative to establish positive relationships with school personnel (e.g. colleagues, administrators, mentor teachers, other school staff members, and university supervisor) and students in and away from the school environment.		
4.3	TC demonstrates effective verbal communication that is appropriate for the intended audiences and uses standard English. NAEYC Standard 6c: Becoming a Professional	TC's verbal communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions.	TC's verbal communication is appropriate for students and professionals and reflects standard English conventions.	TC's verbal communication integrates professional vocabulary which is appropriate for students and professionals and reflects standard English conventions.		
4.4	TC demonstrates effective external written communication that is appropriate for the intended audience and uses standard English. NAEYC Standard 6c: Becoming a Professional	TC's external written communication is not appropriate for students and/or professionals and/or does not reflect standard English conventions (i.e., frequent or substantive errors in writing mechanics)	TC's external written communication is appropriate for students and caregivers and reflects standard English conventions (i.e., few errors in writing mechanics and sentence structure).	TC's external written communication is clear and appropriate for varied audiences . Communication reflects standard English conventions (i.e., no errors in writing mechanics and sentence structure) and includes proficient use of professional language .		

		and/or sentence structure).				
4.5	<p>TC adheres to the university and school/district rules, <i>Standards of Conduct for South Carolina Educators</i>, and FERPA requirements and acts appropriately when faced with legal issues with children. **</p> <p>InTASC 9 NAEYC Standard 6b: Becoming a Professional</p>	<p>TC lacks knowledge of ethical guidelines and other professional standards. TC violates one or more of the school/district rules, <i>Standards of Conduct for South Carolina Educators</i>, or FERPA requirements, and/or the TC's lack of actions on legal issues involves harm to the children served.</p>	<p>TC knows about and upholds ethical guidelines and other professional standards. TC's conduct conforms to school/district rules as well as the <i>Standards of Conduct for South Carolina Educators</i>. The TC observes confidentiality of student information (FERPA). The TC acts appropriately when faced with legal issues facing the children he/she serves.</p>	<p>TC knows about and upholds ethical guidelines and other professional standards. TC meets all requirements at the acceptable level and demonstrates an advocacy position when discussing or acting upon legal issues related to students.</p>		
4.6	<p>TC demonstrates professional responsibility (e.g. preparedness, responsibility, initiative, time management)</p> <p>SCTS 4.0 – Environment (Environment) Professionalism (Growing and Developing Professionally) NAEYC Standard 6b: Becoming a Professional</p>	<p>TC is not prepared to teach each day. Lesson plans may be missing or incomplete; materials may not be organized in advance; others (assistants or colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness and initiative negatively impacts student learning opportunities.</p>	<p>TC comes to the classroom prepared for each day. TC prepares plans in advance and discusses them with the mentor teacher. TC is organizes materials and activities in advance.</p>	<p>TC comes to the classroom prepared for each day and displays a high degree of organization. Plans are prepared in advance and discussed with mentor teacher. TC is organizes materials and activities in advance and takes initiative for various classroom responsibilities.</p>		
4.7	<p>TC is receptive to constructive criticism from mentor teacher, university supervisor, and administrators and incorporates feedback.</p>	<p>TC is argumentative, oppositional, or defensive when receiving constructive feedback or professional learning. TC makes no attempt to incorporate</p>	<p>TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment, management,</p>	<p>TC seeks and is receptive to constructive feedback. TC receives feedback in a mature manner and appropriately incorporates appropriate feedback from others (i.e., planning, instruction, assessment,</p>		

	SCTS 4.0 – Professionalism (Growing and Developing Professionally) NAEYC Standard 6c: Becoming a Professional	appropriate feedback from others (i.e., planning, instruction, assessment, management, communication, and/or dispositions).	communication, and/or dispositions).	management, communication, and/or dispositions).		
4.8	TC uses self-reflection to evaluate and improve professional practice. InTASC 9 SCTS 4.0 – Professionalism (Reflecting on Teaching) NAEYC Standard 6d: Becoming a Professional	TC does not show evidence of reflective approaches to their work. TC's reflections include general statements not supported by specific examples and plans for change are not included.	TC shows evidence of reflective approaches to their work. TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.) to improve instruction and student learning.	TC shows evidence of reflective approaches to their work. TC's reflections include specific statements supported by evidence (assessment data, observation, student behavior, artifacts, etc.). Reflections include detailed explanations of strategies that will be used to improve instruction and student learning.		

** A *Below Expectations* rating on this item may result in failure for the internship.

	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for professionalism			

Describe at least one professionalism strength:	
List at least one professionalism goal:	

Domain 5: EARLY CHILDHOOD Education		BE	ME	EE	NO	SUPPORTING DOCUMENTATION and EVIDENCE
5.1	<p>Language Arts: Integrates listening, speaking, reading, and writing across a developmental continuum. Uses an integrated approach to include content from other disciplines.</p> <p><i>(NAEYC Standard 5a: Using Content Knowledge to Build Meaningful Curriculum)</i></p>	<p>Instruction and plans do not reflect an understanding of Language Arts content. Standards are not adequately addressed. Connections between Language Arts and other disciplines are not made.</p>	<p>Instruction and plans reflect an understanding of Language Arts content and address the standards. TC is beginning to make connections between Language Arts and other disciplines in plans.</p>	<p>Instruction and plans reflect a strong knowledge of the Language Arts content. Standards are addressed within lessons. Connections between Language Arts and other disciplines are frequently made.</p>		
5.2	<p>Science: Engages students in simple investigations, including making predictions, gathering and interpreting data, recognizing simple problems and drawing conclusions. Uses an integrated approach to include content from other disciplines.</p> <p><i>(NAEYC Standard 5a: Using Content Knowledge to Build Meaningful Curriculum)</i></p>	<p>Instruction and plans do not reflect an understanding of Science content. Standards are not addressed. Connections between Sciences and other disciplines are not made.</p>	<p>Instruction and plans reflect an understanding of Science content and address the standards. TC is beginning to make connections between science and other disciplines in lessons.</p>	<p>Instruction and plans reflect a strong knowledge of the Science content. Standards are addressed within lessons. Connections between Science and other disciplines are frequently made.</p>		
5.3	<p>Mathematics: Engages students in experiences that include operations, algebra, geometry, measurement, data analysis, and probability. Uses an integrated approach to include content from other disciplines.</p> <p><i>(NAEYC Standard 5a: Using Content Knowledge to Build Meaningful Curriculum)</i></p>	<p>Instruction and plans do not reflect an understanding of Mathematics content. Standards are not adequately addressed. Connections between Mathematics and other disciplines are not made.</p>	<p>Instruction and plans reflect an understanding of Math content and address the standards. TC is beginning to make connections between Mathematics and other disciplines in lessons.</p>	<p>Instruction and plans reflect a strong knowledge of the Mathematics content. Standards are addressed within lessons. Connections between Mathematics and other disciplines are frequently made.</p>		

5.4	<p>Social Studies: Provides experiences in geography, history, economics, and social relations/civics across a developmental continuum. Uses an integrated approach to include content from other disciplines.</p> <p><i>(NAEYC Standard 5a: Using Content Knowledge to Build Meaningful Curriculum)</i></p>	<p>Instruction and plans do not reflect an understanding of Social Studies content. Standards are not adequately addressed. Connections between Social Studies and other disciplines are not made.</p>	<p>Instruction and plans reflect an understanding of Social Studies content and address the standards. TC is beginning to make connections between Social Studies and other disciplines in lessons.</p>	<p>Instruction and plans reflect a strong knowledge of the Social Studies content. Standards are addressed within lessons. Connections between Social Studies and other disciplines are frequently made.</p>		
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	Below Expectations	Meets Expectations	Exceeds Expectations
Overall rating for early childhood education			

Describe at least one early childhood education strength:	
List at least one early childhood education goal:	