

Coastal Carolina University
Spadoni College of Education and Social Sciences
SPA Internship Evaluation: Early Childhood (NAEYC)

Intern:

University Supervisor:

CCU ID:

Cooperating Teacher:

Program:

School Site:

Course:

Grade/Subject:

Semester:

Date:

Evaluation Type:

- Formative
- Summative
- Consensus

Completed by:

- University Supervisor
- Cooperating Teacher
- Intern

Scoring:

- (4) Exemplary: Far exceeds expectations of a beginning teacher.
- (3) Proficient: Meets expectations of a beginning teacher.
- (2) Developing: Beginning to meet expectations of a beginning teacher.
- (1) Unacceptable: Does not meet expectations of a beginning teacher.

If Formative:

- Expectation is developing or proficient.
- Exemplary rating *requires* supporting evidence.
- Developing may require an improvement plan or other assistance as deemed necessary.
- Unacceptable rating *requires* an improvement plan

If Summative/

- Exemplary rating *requires* supporting evidence.

Consensus:

- Unacceptable rating *requires* an improvement plan and student teaching to be extended or repeated if there is insufficient improvement in the time allotted.

Rubric begins on next page.

I. Ability to apply content and pedagogical knowledge to the teaching and learning process.				
	4	3	2	1
1.1 Demonstrate a thorough knowledge of subject matter and use such knowledge to create effective learning experiences for students <i>(NAEYC 4b-4d; ADEPT 5ABC, 6ABC)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2 Understand instructional planning and design plans based on knowledge of subject matter, students, community curriculum goals and standards <i>(NAEYC 1a-1c, 2a, 4a-4d; ADEPT 1ABCDE, 2ABC, 6ABC)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3 Use of a variety of instructional strategies to encourage students' development of critical thinking and problem solving skills <i>(NAEYC 4, 7; ADEPT 4C, 5B, 8C)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4 Manage the classroom to create a positive and safe learning environment <i>(NAEYC 1c, 4c; ADEPT 8ABC, 9ABC)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5 Understand and use formal and informal assessment strategies to evaluate and monitor student learning and to modify instruction <i>(NAEYC 1c, 4a; ADEPT 3ABC, 7ABC)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Ability to use technology to improve teaching and learning.				
	4	3	2	1
2.1 Plan and implement effective learning environments and experiences supported by technology <i>(NAEYC 1c, 4b; ADEPT 5AB, 8C)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2 Apply technology to facilitate effective assessment, evaluation, and productivity practices <i>(NAEYC 3a-3d; ADEPT 1AD, 2C, 3BC)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Ability to work with diverse populations				
	4	3	2	1
3.1 Demonstrate knowledge of different cultural, emotional, developmental and cognitive needs of students <i>(NAEYC 1a, 1b; ADEPT 5ABC, 6ABC, 7ABC, 8ABC)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2 Evaluate, plan and provide appropriate activities and experiences to meet the needs of culturally and developmentally diverse student populations <i>(NAEYC 1c, 4a, 4b; ADEPT 3ABC, 5ABC, 6ABC, 7ABC)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Ability to demonstrate professional behavior and dispositions
Ratings for this area are completed on a separate instrument

V. Ability to engage in reflective practice to improve teaching and learning				
	4	3	2	1
5.1 Analyze personal performance to improve teaching and learning <i>(NAEYC 5d; ADEPT 2C, 3BC, 10E)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2 Analyze student performance to improve teaching and learning <i>(NAEYC 5d; ADEPT 2C, 3ABC)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please indicate the applicable ratings below as related to the NAEYC Standards.

NAEYC 2 Family Communication (NAEYC 2.1-2.3, 5.1-5.2, 5.4; ADEPT 10C)

- 4 Exemplary: Candidate uses varied communication strategies including technology (simple notes, newsletter, bulletin board, webpage). Communications include information about common community resources.
- 3 Proficient: Candidate uses varied communication strategies (simple notes, newsletter, bulletin board, webpage).
- 2 Developing: Limited or ineffective attempts to communicate with families.
- 1 Unacceptable: No attempt to communicate with families.

NAEYC 2 Family Involvement (NAEYC 2.1-2.3, 5.1-5.2, 5.4; ADEPT 10C)

- 4 Exemplary: Candidate uses varied communication strategies including technology (simple notes, newsletter, bulletin board, webpage). Communications include information about common community resources.
- 3 Proficient: Candidates uses variety in the approaches (both at-home and in school) used to involve families in child's education. Candidate tries a second approach if not successful.
- 2 Developing: Limited or ineffective attempts to involve families.
- 1 Unacceptable: No attempt to involve families in child's education.

NAEYC 2 Community Involvement (NAEYC 2.1-2.3, 5.1-5.2, 5.4; ADEPT 10C)

- 4 Exemplary: Candidate uses a variety of approaches to involve community in the classroom – including material resources, guest speakers and/or helps to plan field trip.
- 3 Proficient: Candidate attempts to involve community in classroom relying predominantly on material resources.
- 2 Developing: Limited or ineffective attempts to involve community in the classroom.
- 1 Unacceptable: No attempt to involve community in the classroom.

Comments:

University Supervisor Signature:

Date:

Cooperating Teacher Signature:

Date:

Intern Signature:

Date: