

Final Education Internship Evaluation for ECE (Early Childhood Education)

Standard	1	2	3	4	n	mean
28. Language Arts: Integrates listening, speaking, reading, and writing across a development continuum. Uses an integrated approach to include content from other disciplines.			9	6	15	3.40
29. 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.			8	6	14	3.20
30. 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.			6	9	15	3.60
31. 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.			7	7	14	3.27

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Final Content Outcomes Evaluation for ECE (Early Childhood Education)

Standard	1	2	3	4	n	mean
Language Arts: Integrates listening, speaking, reading, and writing across a developmental continuum. Uses an integrated approach to include content from other disciplines. . (NAEYC Standard 1: Child development, Standard 3:Assessment, Standard 4: Teaching (a-d), Standard 5: Professionalism)				1	1	4.00
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. (NAEYC Standard 1: Child development, Standard 3:Assessment, Standard 4: Teaching (a-d), Standard 5: Professionalism)				1	1	4.00
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. (NAEYC Standard 1: Child development, Standard 3:Assessment, Standard 4: Teaching (a-d), Standard 5: Professionalism)				1	1	4.00
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. . (NAEYC Standard 1: Child development, Standard 3:Assessment, Standard 4: Teaching (a-d), Standard 5: Professionalism)				1	1	4.00

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Final Education Internship Evaluation for ELE (Elementary Education)

Standard	1	2	3	4	n	mean
28. English Language Arts: Candidate demonstrates a high level of competence in the use of English Language Arts and knows, understands and uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening and thinking skills and to help students successfully apply their developing skills in many different situations, materials and idea.		1	5	4	10	3.30
29. Science: Candidate knows, understands and uses fundamental concepts in the subject matter of science- including physical, life, earth and space sciences- as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.		1	5	3	9	2.90
30. Mathematics: Candidate knows, understands and uses the major concepts, procedures, and reasoning processes of mathematics that define number systems and numbers sense, geometry, measurement, statistics, and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data.		1	4	5	10	3.40
31. Social Studies: Candidate knows, understands and uses the major concepts and modes of inquiry from the social studies-the integrated study of history, geography, the social sciences, and other related areas-to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.			5	4	9	3.10
32. Arts: Candidate knows, understands and uses-as appropriate to their own understanding and skills-the content, functions, and achievements of dance, music, theatre and the several visual arts as primary media for communication, inquiry and insight among elementary students.		1	4	5	10	3.40
33. Health Education: Candidate knows, understands and uses the major concepts of health education to create opportunities for student deveopment and practice of skills that contribute to good health.			6	4	10	3.40
34. Physical Education: Candidate knows, understands and uses-as appropriate to their own understanding and skills-human movement and physical acitivity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students.			6	4	10	3.40

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Final Content Outcomes Evaluation for ELE (Elementary Education)

Standard	1	2	3	4	n	mean
English Language Arts: Candidate demonstrates a high level of competence in the use of English Language Arts and knows, understands and uses concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening and thinking skills and to help students successfully apply their developing skills in many different situations, materials and idea. (ACEI 2.b)			1	3	4	3.75
Science: Candidate knows, understands and uses fundamental concepts in the subject matter of science including physical, life, earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy. (ACEI 2.c)			2	2	4	3.50
Mathematics: Candidate knows, understands and uses the major concepts, procedures, and reasoning processes of mathematics that define number systems and numbers sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data. (ACEI 2.d)			1	3	4	3.75
Social Studies: Candidates knows, understands and uses the major concepts and modes of inquiry from the social studies the integrated study of history, geography, the social sciences, and other related areas to promote elementary students abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. (ACEI 2.e)			1	3	4	3.75
Arts: Candidate knows, understands and uses as appropriate to their own understanding and skills the content, functions, and achievements of dance, music, theatre and the several visual arts as primary media for communication, inquiry and insight among elementary students. (ACEI 2.f)			3	1	4	3.25
Health Education: Candidate knows, understands and uses the major concepts of health education to create opportunities for student development and practice of skills that contribute to good health. (ACEI 2.g)			2	2	4	3.50
Physical Education: Candidate knows, understands and uses as appropriate to their own understanding and skills human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students. (ACEI 2.h)			3	1	4	3.25

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Final Content Outcomes Evaluation for ENG (Secondary English)

Standard	1	2	3	4	n	mean
Designs lessons and instruction that include a variety of periods, authors, themes, audiences, and genres (including literary theory and criticism). (NCTE 3.5)			1	2	3	3.67
Demonstrates knowledge of the range and influence of oral, written, visual literacies (including print and non-print media and technology in contemporary culture). (NCTE 3.6, 4.6)				3	3	4.00
Designs lessons that demonstrate knowledge of, and skills in the use of, the English language. (NCTE 3.1)			1	2	3	3.67
Incorporates writing exercises that emphasize how written language is adjusted for audience and purpose by using a variety of composing strategies. (NCTE 3.4)			1	2	3	3.67
Applies knowledge of reading processes to describe and mediate individual literacy needs. (NCTE 3.3)			1	2	3	3.67
Applies knowledge of reading processes to describe and mediate individual literacy needs. (NCTE 3.3)			2	1	3	3.33

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Final Education Internship Evaluation for MAT (Secondary Math)

Standard	1	2	3	4	n	mean
Candidate appropriately incorporates multiple resources when designing and delivering lessons. (NCTM 6.1, 7.3, 8.1,8.7)			1	1	2	3.50
Candidate reflections (both written and verbal) demonstrate to mentor and supervisor the ability to link instructional decisions to research on the teaching and learning of mathematics. (NCTM 1.4, 3.4, 8.6)				1	1	4.00
Candidate is able to incorporate meaningful problem solving into instruction (NCTM 7.3, 8.8)			1	1	2	3.50

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Final Education Internship Evaluation for PHE (Physical Education)

Standard	1	2	3	4	n	mean
28. Learning tasks are developmentally appropriate.			2	11	13	3.85
29. Students remain on task and engaged in the learning/practice tasks.			3	10	13	3.77
30. Communicates in ways that demonstrate sensitivity to all students.			3	10	13	3.77
31. Teaching approach/model is congruent with learning objectives.			3	10	13	3.77
32. Understand physical education content and disciplinary concepts related to the development of the physically educated person.			2	11	13	3.85
33. Describes and demonstrates effective communication skills.			3	10	13	3.77
34. Develops and uses appropriate instructional cues.			2	11	13	3.85

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Final Content Outcomes Evaluation for PHE (Physical Education)

Standard	1	2	3	4	n	mean
Learning objectives and tasks are developmentally appropriate. (NASPE 2.2, 2.3, 4.3)				6	6	4.00
Students remain on-task and engaged in the learning/practice tasks. (NASPE 2.1, 2.3)			2	4	6	3.67
Communicates in ways that demonstrate sensitivity to all students. (NASPE 3.5, 5.3)			2	4	6	3.67
Teaching approach/model is congruent with learning objectives. (NASPE 6.3)				6	6	4.00
Understands physical education content and disciplinary concepts related to the development of the physically educated person. (NASPE 1.1, 1.2, 1.3, 1.4, 1.5, 1.6)				6	6	4.00
Describes and demonstrates effective communication skills. (NASPE 5.1)			2	4	6	3.67
Develops and uses appropriate instructional cues. (NASPE 6.9)			2	4	6	3.67
Uses appropriate services and resources to meet diverse learning needs. (NASPE 3.2)			3	3	6	3.50
Describes and implements strategies to enhance communication among students in physical activity settings. (NASPE 5.4)			1	5	6	3.83
Actively participates in the professional physical education community (e.g., local, state, district, national) and within the broader education field. (NASPE 10.2)			3	3	6	3.50
Is an advocate in the school and community to promote a variety of physical activity opportunities. (NASPE 10.1).				6	6	4.00

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Final Content Outcomes Evaluation for SST (Social Studies)

Standard	1	2	3	4	n	mean
General content was factual and presented in an accurate way. (NCSS 1.1-1.10)				3	3	4.00
Content was linked to previous Social Studies learning. (NCSS 1.1-1.10)				3	3	4.00
Content was related to other Social Studies disciplines. (NCSS 1.1-1.10)				3	3	4.00
Interdisciplinary Thematic Standards are incorporated appropriately in the lessons.***				3	3	4.00

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