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|  | WWU – Woodring College of Education  Early Childhood Education Preschool Internship Rubric  FINAL EVALUATION (Spring 2020) |
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| **PLANNING-Domain 1** | **Meets**  **3 points** | **Developing**  **2 points** | **Does Not Meet**  **1 point** |
| 1. Develops learning objectives, which are appropriate for the subject and grade level and are connected appropriately to the standards. (NAEYC Standard 5c) | **Most objectives are appropriate** for the subject area/developmental level of learners and are **explicitly connected to state and/or national standards**. Objectives incorporate **multiple domains of learning** in content areas. Objectives are **measurable** and each **contains criteria for student mastery**. | **Most objectives are appropriate** for subject area/developmental level of learners and are **connected appropriately to state and/or national standards**. Most objectives are **measurable** and most **identify criteria.** | **Objectives are inappropriate** for the subject area/developmental level of learners. Objectives are **not** stated in **measurable** terms, **do not include criteria**, or are **not appropriately connected** to the state and/or national standards. |
| 1. Plans appropriate and logically sequenced instructional strategies (NAEYC Standard 4b: Effective Approaches) | Instructional strategies are **consistently congruent with objectives**. **All** approaches, strategies, and tools are **developmentally appropriate** and **address a variety of student needs**. The **sequence** of the lessons is **logical with no gaps** in progression. | **Most** instructional strategies are **congruent with objectives**. **Some** approaches, strategies, and tools **are developmentally inappropriate**. The **sequence** of the lessons is **logical, with few gaps** in progression. | Instructional strategies are **incongruent with objectives**. **Approaches**, strategies, and tools are **developmentally inappropriate**. The **sequence** of the lessons may be **illogical**, with gaps in progression. |
| 1. Plans for differences in individual needs, abilities, and interests. (NAEYC Standard 4b) | **Plans** **routinely** **reflect sophisticated modifications and/or accommodations** for differences in developmental, individual, and cultural needs, abilities and interests with a **sound rationale**. **Multiple strategies are included** in lessons. | Most **plans include instructional modifications and/or accommodations** for differences in developmental, individual, and cultural needs, abilities and interests. The teacher candidate can articulate an **appropriate rationale** for modifications and/or accommodations. | **No plan** (or **minimal** planning) **for modifications and/or accommodations** for differences in developmental, individual, and cultural needs, abilities and interest Is evidenced in lessons. |
| 1. Establishes communication with families to discuss child’s goals, share progress and for collaborative decision-making. (NAEYC Standard 2c) | **Scheduled and frequent communication with families is established** to discuss child’s goals, share progress and for collaborative decision-making. | **Some communication with families** is established to discuss child’s goals, share progress and for collaborative decision-making. | **No communication** with families has occurred to discuss child’s goals, share progress and for collaborative decision-making. |
| 1. Plans for appropriate assessment, analysis of results and maintenance of records. (NAEYC Standard 3a Assessment) | Assessment planning **reflects sophisticated and multiple use of a variety of responsible assessments** (observation, checklists, documentation and other developmentally appropriate assessment tools/approaches). **Detailed analysis of data is evident** and **information is used to influence practice**. **Record keeping provides detailed information** on students that is used to make subsequent changes. | **Responsible assessments are used** **regularly** (observation, checklists, documentation and other developmentally appropriate assessment tools/approaches). **Some analysis** of results is **noted**. Student **progress is recorded** and results are used to make subsequent changes. Most assessments measure each objective. | **No evidence or minimal evidence of planning for responsible assessments is demonstrated** (observation, checklists, documentation and other developmentally appropriate assessment tools/approaches). **No plan for analysis of data or record keeping** is evident. Assessments do not measure objectives. |

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| **PLANNING-Domain 1** | **Meets**  **3 points** | **Developing**  **2 points** | **Does Not Meet**  **1 point** |
| 1. Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity. (NAEYC Standard 4c: Effective Approaches) | **Extensive efforts are made** to meet the cultural and linguistic diversity of the students in the classroom through a variety of ways: social interactions, students’ needs and interests, instructional content, and materials. | **Efforts are made** to meet the cultural and linguistic diversity of the students in the classroom through social interactions, students’ needs and interests, instructional content, and/or materials. | **No efforts are made** to meet the cultural and linguistic diversity of the students in the classroom through social interactions, students’ needs and interests, instructional content, and/or materials. |
| 1. Plans lessons that reflect some understanding of the diversity of families and community characteristics (NAEYC Standard 2b) | **Extensive efforts are made** to meet the diversity of families and community characteristics through a variety of ways: social interactions, varying forms of communication, interests/strengths/needs. | **Efforts are made** to meet the diversity of families and community characteristics through a variety of ways: social interactions, varying forms of communication, interests/strengths/needs. | **No efforts are made** to meet the diversity of families and community characteristics through a variety of ways: social interactions, varying forms of communication, interests/strengths/needs. |

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| **INSTRUCTION-Domain 2** | **Meets**  **3 points** | **Developing**  **2 points** | **Does Not Meet**  **1 point** |
| 1. Implements effective instruction for students using knowledge of content and appropriate standards. (NAEYC Standard 5a) | Lessons **reflect an in-depth knowledge** of each content area. Lessons extend the requirements of the standards. State and/or national standards are thoroughly addressed within all lessons. | Most lessons **reflect adequate understanding** of each content area and adequately address the state and/or national standards. | **Knowledge of each content area is minimal** and/or instruction is not adequate to meet the state and/or national standards. |
| 1. Establishes, communicates, and maintains high expectations for student achievement and participation. Students are given opportunities and support to assume responsibility for their own learning. (NAEYC Standard 4c: Effective Approaches) | **Consistently communicates and designs** many **experiences** that require student participation and learning in a challenging, yet supportive environment. **Students assume responsibility** for their role in the learning environment and the teacher candidate’s expectations for achievement. | **Communicates and designs some experiences** that encourage student participation and learning in a challenging, yet supportive environment. **Students recognize their role** in the learning environment and the teacher candidate’s expectations for achievement. | **Does not communicate and/or design experiences** that encourage student participation and learning in a challenging, yet supportive environment. **Students do not recognize their role** in the learning environment and the teacher candidate’s expectations for achievement. |
| 1. Provides learning experiences that allow students to form connections between the specific subject area and other disciplines. (NAEYC Standard 5a: Content Knowledge) | **Utilizes effective and meaningful approaches** and strategies are **routinely** used that **allow students to form connections** to their prior and future learning **between** specific **subject areas** and other disciplines. | **Utilizes some effective approaches** and strategies that **enable students to form connections** to their prior and future learning in other subject areas or disciplines. | **Does not utilize effective approaches** and strategies that enable students to form connections to their prior and future learning in other subject areas or disciplines. |
| 1. Assists students in connecting subject matter to everyday life. (NAEYC Standard 5c: Content Knowledge) | **Consistently makes subject matter** more **meaningful** for students through use of creative and practical applications and by using the students’ real-life experiences. | **Some effort to make the subject matter meaningful** for students by employing practical applications and/or using the students’ real-life experiences. | **Does not make efforts to make the subject matter more meaningful** to students by employment practical applications or by using the students’ real-life experiences. |
| 1. Uses instructional judgment in the implementation of lessons. (NAEYC Standard 5c: Content Knowledge) | Displays **outstanding level of instructional judgment** by making appropriate instructional adjustments **in response to students’** developmental, individual and cultural needs and interests. | Displays **basic instructional judgment** by making appropriate instructional adjustments **in response to students’** developmental, individual and cultural needs and interests. | Displays **minimal instructional judgement** in adjusting instruction **in response to students’** developmental, individual and cultural needs and interests. |
| 1. Uses a variety of instructional strategies to actively engage all students. (NAEYC Standard 4b: Effective Approaches) | **Consistently employs multiple approaches**, instructional strategies and/or tools to engage all students in lessons. | **Employs some multiple approaches**, instructional strategies and/or tools to engage all students in lessons. | **Does not employ multiple approaches**, instructional strategies and/or tools to engage all students in lessons. |
| 1. Integrates technology appropriately into teaching and learning. (NAEYC Standard 4c: Effective approaches) | **Demonstrates strong knowledge and skill in using technology** as a teaching and learning tool to enhance student learning or instructional effectiveness. | **Demonstrates some knowledge and skill in using technology** as a teaching and learning tool to enhance student learning or instructional effectiveness. | **Does not demonstrate knowledge and skill in using technology** as a teaching and learning tool to enhance student learning or instructional effectiveness. |
| 1. Uses a variety of instructional strategies to foster children’s conversation and language development. (NAEYC Standard 4c) | **Consistently demonstrates interactions** that foster children’s conversation and language development. **Across lessons throughout term, able to use open-ended questions, comments to foster dialogue (back and forth exchanges) in small group--Supports children to exchange with each other--e.g. you can ask your friend, I hear say…, Listen to C., What do you think of F. idea? Tell C. your ideas; Evidence of restating, extending children’s responses. Evidence of “think aloud” Intentional use of open-ended questions that are balanced with comments. Evidence across term for modelling academic language related to inquiry project.** | **Demonstrates some interactions** that foster children’s conversation and language development. **Some lessons throughout term, able to use open-ended questions, comments to foster dialogue (back and forth exchanges) in small group--Limited support to children to exchange with each other--e.g. you can ask your friend, I hear say…, Listen to C., What do you think of F. idea? Tell C. your ideas; Some evidence of restating, extending children’s responses. Some evidence of “think aloud” Intentional use of open-ended questions that are balanced with comments. Some evidence across term for modelling academic language related to inquiry project.** | **Does not demonstrate** effective interactions to foster children’s conversation and language development. Is not able to use variety of **open-ended questions/comments** --**Misses opportunities to comment/question-Overuse of open-ended questions with little regard to context. Missed opportunities for modelling academic language.** |
| 1. Provides inquiry-based experiences which encourage critical thinking, problem solving, reflection, informed decision making, and/or creativity. (NAEYC Standard 5b: Content Knowledge) | **Consistently provides innovative and developmentally appropriate learning experiences** that foster critical thinking, problem-solving, decision-making and/or creativity. **Supports children to plan-e.g. What should we start with? What comes first? Can you draw out your idea?** **Expands on children’s thinking. Elicits children’s thinking--e.g. Use of sentence stems--I am wondering…I have an idea…What do you think about? What do you notice about? Supports reasoning e.g.--How can we….? Supports problem-solving-e.g. I am wondering how we can find out… So you are wondering…? Encourages classification and comparisons--Supports children to make causal relationships- e.g.I think ….because…..Supports children to make connections -e.g. How is this like….? Evidence of support to children for communicating about their representations--e.g. tell me about….What does this mean? This part is interesting…**  **Support children to reflect on their work. E.g. What did you learn about?** | **Provides occasion developmentally appropriate learning experiences** that foster critical thinking, problem-solving, decision-making and/or creativity.  **Supports children to plan-e.g. What should we start with? What comes first? Can you draw out your idea?** **Expands on children’s thinking. Elicits children’s thinking--e.g. Use of sentence stems--I am wondering…I have an idea…What do you think about? What do you notice about? Supports reasoning e.g.--How can we….? Supports problem-solving-e.g. I am wondering how we can find out… So you are wondering…? Encourages classification and comparisons--Supports children to make causal relationships- e.g.I think ….because…..Supports children to make connections -e.g. How is this like….? Evidence of support to children for communicating about their representations--e.g. tell me about….What does this mean? This part is interesting…**  **Support children to reflect on their work. E.g. What did you learn about?** | **Does not provide developmentally appropriate learning experiences** that foster critical thinking, problem-solving, decision-making and/or creativity. **Misses opportunities for children to problem solve. Limited evidence for encouraging children’s thinking or use of sentence stems for modelling** |

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| **INSTRUCTION-Domain 2** | **Meets**  **3 points** | **Developing**  **2 points** | **Does Not Meet**  **1 point** |
| 1. Uses a variety of assessments to identify child’s strengths, evaluate and guide student learning and to modify instruction as needed. (NAEYC Standard 3b: Assessment) | **Consistently uses a variety of responsible assessments** to demonstrate student learning. Multiple sources of evidence demonstrate that **instruction has been modified based on analysis** of assessment results. | **Adequately uses responsible assessments** to demonstrate student learning. The teacher candidate **frequently makes modifications** during instruction for students. | **Does not adequately use responsible assessments** to demonstrate student learning. The teacher candidate **does not make modifications** during instruction for students. |
| 1. Uses variety of documentation to communicate to children, families and colleagues (NAEYC Standard 3b) | **Routinely uses a variety of means to document** to children, family, and colleagues (blog, wall displays, books, daily/weekly documents, vignettes, newsletter, computer, etc.). | **Adequately uses a variety of means to document** to children, family, and colleagues (blog, wall displays, books, daily/weekly documents, vignettes, newsletter, computer, etc.). | **Does not adequately use a variety of means to document** to children, family, and colleagues (blog, wall displays, books, daily/weekly documents, vignettes, newsletter, computer, etc.). |
| 1. Uses appropriate voice tone and inflection to deliver instruction effectively (NAEYC Standard 4a: Effective Approaches) | **Consistently delivers instruction with skill**, poise, sensitivity and appropriate voice tone and inflection. The teacher candidate **portrays confidence** in teaching. | **Adequately delivers instruction with skill**, poise, sensitivity and appropriate voice tone and inflection. The teacher candidate **appears comfortable** teaching. | **Lacks skill**, poise, sensitivity and/or appropriate voice tone and inflection. The teacher **candidate appears uncomfortable** teaching. |

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| **ENVIRONMENT-Domain 3** | **Meets**  **3 points** | **Developing**  **2 points** | **Does Not Meet**  **1 point** |
| 1. Promotes positive, collaborative peer interactions understanding how to build community among children (NAEYC Standard 4a) | **Consistently demonstrates outstanding use of strategies to encourage students to work collaboratively** and develop positive relationships and supportive interactions among students in the classroom. | **Makes frequent use of strategies to encourage students to work collaboratively** and develop positive relationships and supportive interactions among students in the classroom. | **Makes minimal use of strategies to encourage students to work collaboratively** and develop positive relationships and supportive interactions among students in the classroom. |
| 1. Demonstrates positive interactions with children and understands this is the foundation of an effective learning relationship (NAEYC Standard 4a) | **Consistently demonstrates outstanding use of strategies to interact with children** to develop supportive relationships as a foundation for learning relationships. | **Demonstrates use of some strategies to interact with children** to develop supportive relationships as a foundation for learning relationships. | **Does not frequently demonstrate use of strategies to interact with children** to develop supportive relationships as a foundation for learning relationships. |
| 1. Creates and maintains a positive and safe classroom environment conducive for learning. (NAEYC Standard 4c) | **Consistently employs a variety of supportive approaches** to effectively create and maintain a safe and challenging learning environment. | **Employs some supportive approaches** to effectively create and maintain a safe and challenging learning environment. | **Does not employ a variety of supportive approaches** to effectively create and maintain a safe and challenging learning environment. |
| 1. Demonstrates confidence and poise when managing an effective learning environment using a positive guidance approach. (NAEYC Standard 4b) | **Consistently manages the classroom** environment by using effective approaches, strategies, and tools for early education. | **Some evidence to manage the classroom** environment by using effective approaches, strategies, and tools for early education. | **Does not manage the classroom** environment by using effective approaches, strategies, and tools for early education. |
| 1. Establishes and maintains effective rules, procedures, and routines. (NAEYC Standard 4c) | **Consistently maintains a healthy and respectful environment** by establishing and maintaining effective rules, procedures, and routines based on developmentally appropriate practice. | **Some evidence to maintain a healthy and respectful environment** by establishing and maintaining effective rules, procedures, and routines based on developmentally appropriate practice. | **Does not maintain a healthy and respectful environment** by establishing and maintaining effective rules, procedures, and routines based on developmentally appropriate practice. |
| 1. Provides for smooth transitions between activities and implements introductions and closures in lessons. (NAEYC Standard 4c) | **Consistently provides for smooth transitions** between activities and implements introductions and closures in lessons by using effective approaches, strategies, and tools for early education. | **Some evidence to provide for smooth transitions** between activities and implements introductions and closures in lessons by using effective approaches, strategies, and tools for early education. | **Does not provide for smooth transitions** between activities and implements introductions and closures in lessons by using effective approaches, strategies, and tools for early education. |
| 1. Plans and arranges physical environment to promote inquiry with attention to aesthetics, learning goals and the use of materials. (NAEYC Standard 4c) | **Consistently plans physical environment** to promote inquiry with attention to aesthetics, learning goals, and use of materials.  **Consistently selects and arranges meaningful materials for investigation related to inquiry project. Open-ended, loose-part or natural materials are carefully selected and used for children to represent ideas related to content in inquiry project. Attention to organization and design elements is consistent in material displays. Consideration for how materials can be used to encourage collaboration among small group members. Materials and environmental arrangement provide meaningful and relevant challenges to children’s thinking and actions. Evidence of varied types of materials provided to children for inquiry project.** | **Some planning of physical environment** to promote inquiry with attention to aesthetics, learning goals, and use of materials.  **Infrequently selects and arranges meaningful materials for investigation related to inquiry project. Open-ended, loose-part or natural materials are sometimes selected and used for children to represent ideas related to content in inquiry project. Little attention to organization and design elements with material displays. Little consideration for how materials can be used to encourage collaboration among small group members. Materials and environmental arrangement provide limited challenges to children’s thinking and actions. Some varied types of materials provided to children for inquiry project.** | **Does not plan physical environment** to promote inquiry with attention to aesthetics, learning goals, and use of materials.  **Selects and arranges meaningful materials for investigation related to inquiry project evident for one assignment only. Open-ended, loose-part or natural materials are sometimes selected with limited purpose when used for children to represent ideas. Little attention to organization and design elements with material displays. Little consideration for how materials can be used to encourage collaboration among small group members. Materials and environmental arrangement provide limited challenges to children’s thinking and actions. Limited types of materials used with children for inquiry project.** |

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| **PROFESSIONALISM--Domain 4** | **Meets**  **3 points** | **Developing**  **2 points** | **Does Not Meet**  **1 point** |
| 1. Demonstrates oral, written, and/or nonverbal communication consistent with the expectations of a college graduate. (NAEYC Standard 6g) | **Consistently upholds professional guidelines** by demonstrating in-depth knowledge and skills in oral, written, and non-verbal communication. | **Some evidence to uphold professional guidelines** by demonstrating in-depth knowledge and skills in oral, written, and non-verbal communication. | **Does not uphold professional guidelines** by demonstrating in-depth knowledge and skills in oral, written, and non-verbal communication. |
| 1. Creates a positive rapport with students, parents, colleagues, administrators, mentor teacher, and supervisors upholding a professional disposition. (NAEYC Standard 6c: Professionalism) | **Consistently maintains positive rapport** with students, parents, colleagues, administrators, mentor teacher, and supervisors. Demonstrates initiative in resolving conflicts in a professional manner. Maintains effective collaborative relationship with mentor teacher (co-teaching). **Meets weekly with mentor teacher to share documentation in OneNote from inquiry project engaging in learning community with teacher to support children and families. Collaborative exchanges with teacher and staff regarding ideas for planning experiences for project are evident. Ways to improve teaching practices are readily discussed and accepted (can be UIC, teacher, course instructor)** | **Some evidence of positive rapport** with students, parents, colleagues, administrators, mentor teacher, and supervisors. Demonstrates some initiative in resolving conflicts in a professional manner. Co-teaching with mentor teacher is evident. **Meets periodically with teacher throughout term, taking some initiative to share documentation from OneNote from inquiry project. Evidence for some exchange of ideas related to project with classroom teacher and staff. Some evidence that improvement in teaching practices has resulted from review with UIC, teacher, or course instructor.** | **Does not maintain positive rapport** with students, parents, colleagues, administrators, mentor teacher, and supervisors. Does not resolve conflicts in a professional manner. Highly dependent on mentor teacher. **Weekly meetings with mentor teacher for sharing OneNote documentation are rare. Resistance to improving teaching practices noted when discussed with UIC, teacher or course instructor. Little exchange of ideas related to project with classroom teacher and staff.** |
| 1. Presents self in a professional manner in terms of appearance, attitude, attire, and conduct. (NAEYC Standard 6a) | **Consistently conducts self in an exemplary manner** in terms of appearance, attitude, attire, and conduct. Teacher candidate **consistently upholds the NAEYC’s Code of Ethical Conduct** and other professional guidelines (i.e. school-based guidelines). | **Some evidence they conduct self in acceptable manner** in terms of appearance, attitude, attire, and conduct. Teacher candidate **upholds the NAEYC’s Code of Ethical Conduct** and other professional guidelines (i.e. school-based guidelines). | **Does not conduct self in an acceptable manner** in terms of appearance, attitude, attire, and conduct. Teacher **candidate does not uphold the NAEYC’s Code of Ethical Conduct** and other professional guidelines (i.e. school-based guidelines). |
| 1. Is receptive to constructive criticism from the mentor teacher, supervisor, and administrators and incorporates feedback. (NAEYC Standard 6c) | **Consistently incorporates feedback from others**, receives criticism in a mature manner, and seeks feedback to improve performance. As a result, **candidate’s work shows notable, positive effects** in their practice. | **Sometimes incorporates feedback from others in a mature manner** and demonstrates incorporation of feedback. As a result, **candidate’s work shows effects** in their practice. | **Does not incorporate feedback from others**, receives criticism in a mature manner or complies minimally and/or does not receive criticism in a mature manner. As a result, **effects on candidate’s practice are absent**. |
| 1. Discusses lesson plans with the mentor teacher well in advance of the lesson and integrates feedback as appropriate. (NAEYC Standard 6c) | **Lesson plans are consistently prepared in advance** and **discussed with the mentor** teacher. **Feedback is readily incorporated** resulting in positive effects in their practice. | **Most times lesson plans are prepared in advance** and are **frequently discussed with the mentor** teacher. **Feedback is frequently incorporated** resulting in positive effects in their practice. | **Lesson plans are not prepared in advance** and **are not discussed with the mentor** teacher. **Feedback is not incorporated** or is incorporated minimally and does not result in positive effects in their practice. |
| 1. Is prepared to teach each day. (NAEYC Standard 6a) | **Consistently prepared** to teach each day and displays a high degree of planning and organization, which optimizes student learning opportunities. **Consistently upholds the field’s ethical standards** and other professional guidelines. | **Most times prepared** to teach each day. Any lack of preparedness in planning and/or organization is infrequent, minor, and does not negatively impact student learning. **Upholds the field’s ethical standards** and other professional guidelines. | **Not prepared to teach each day**. Lesson plans are incomplete; materials may not be organized in advance; others (assistants and colleagues) may not be informed of their instructional roles for the lesson. Lack of preparedness negatively impacts student learning. **Does not uphold the field’s ethical standards** and other professional guidelines. |
| 1. Maintains an appropriate level of professional ethics in terms of personal conduct, FERPA requirements, policies, and procedures\*\*, academic integrity and emotional maturity in the school setting. (NAEYC Standard 6b) | **Displays exemplary personal conduct**, academic integrity, and emotional maturity in the school setting. **Consistently upholds the NAEYC’s code of Ethical conduct** and other professional guidelines (i.e. school-based guidelines). | **Most time displays acceptable personal conduct**, academic integrity, and emotional maturity in the school setting. **Upholds the NAEYC’s code of Ethical conduct** and other professional guidelines (i.e. school-based guidelines). | **Displays frequent and/or significant problems in personal conduct**, academic integrity, and emotional maturity in the school setting. **Does not uphold the NAEYC’s code of Ethical conduct** and other professional guidelines (i.e. school-based guidelines). |

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| 1. Uses self-reflection to evaluate instruction to plan positive outcomes for children. (NAEYC Standard 4d) | **Consistently analyzes and reflects upon their practice** with notable insight. Candidate’s work consistently shows positive effects in their practice.  **Candidate knows when and how to reach out for resources (technology, peers, instructor, UIC, teaching staff, families, text/articles). Decisions are intentional and informed by resources. Evidence in teaching practices when improvements work with young children is made.** | **Some analysis and reflection upon their practice** with some insight. **Candidate’s work shows some positive effects in their practice. Candidate reaches out for resources on occasion--(technology, peers, instructor, UIC, teaching staff, families, text/articles). Decisions are not always intentional or informed by resources. A few instances when improvements are made in teaching practices with children**. | **May use inadequate analysis or reflection to inform his/her practice**. Work does not show positive effects in their practice. **Limited evidence demonstrating use of resources to inform decisions.** |

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| **ADDITIONAL EARLY CHILDHODD EDUCATION STANDARDS** | **Meets**  **3 points** | **Developing**  **2 points** | **Does Not Meet**  **1 point** |
| 1. Language Arts: Integrates listening, speaking, reading, and writing across a developmental continuum. Uses an integrated approach to include content from other disciplines. (NAEYC Standard 5d) | Instruction, plans and **integrates** Language Arts content. State and/or national standards are thoroughly addressed within all lessons. Connections between Language Arts and other disciplines (i.e. the arts, mathematics, physical activity and physical education, science, and social studies) are routinely made. | Instruction, plans **reflect a understanding** of Language Arts content and adequately address the state and/or national standards. Many lessons make connections between Language Arts and other disciplines (i.e. the arts, mathematics, physical activity and physical education, science, and social studies). | Instruction and plans **do not** **reflect an understanding** of Language Arts content. State and/or national standards are not adequately addressed. Connections between Language Arts and other disciplines (i.e. the arts, mathematics, physical activity and physical education, science, and social studies) are not made or are made infrequently. |
| 1. 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 5a) | Instruction, plans **and integrates** Science content. Standards are thoroughly addressed within all lessons. Connections between Science and other disciplines (i.e. the arts, mathematics, physical activity and physical education, language and literacy, and social studies) are routinely made. | Instruction and plans **reflect an understanding** of Science content and adequately address the standards. Many lessons make connections between Science and other disciplines (i.e. the arts, mathematics, physical activity and physical education, language and literacy, and social studies) are routinely made. | Instruction and plans **do not reflect an understanding** of Science content. Standards are not adequately addressed. Connections between Science and other disciplines (i.e. the arts, mathematics, physical activity and physical education, language and literacy, and social studies) are not made or are made infrequently. |
| 1. 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 5a)   ***This is optional and can be met through experiences outside the project work***. | Instruction and plans Mathematics content. Standards are thoroughly addressed within all lessons. Connections between Mathematics and other disciplines (i.e. the arts, physical activity and physical education, language and literacy, science and social studies) are routinely made. | Instruction and plans **reflects an understanding** of Mathematics content and adequately address the standards. Many lessons make connections between Mathematics and other disciplines (i.e. the arts, physical activity and physical education, language and literacy, science and social studies) are routinely made. | Instruction and plans **do not reflect an understanding** of Mathematics content. Standards are not adequately addressed. Connections between Mathematics and other disciplines (i.e. the arts, physical activity and physical education, language and literacy, science and social studies) are not made or are made infrequently. |
| 1. 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 5d) | Instruction and plans and **integrates** Social Studies content. Standards are thoroughly addressed within all lessons. Connections between Social Studies and other disciplines (i.e. the arts, mathematics, physical activity and physical education, language and literacy, and science) are routinely made. | Instruction and plans **reflect an understanding** of Social Studies content and adequately address the standards. Many lessons make connections between Social Studies and other disciplines (i.e. the arts, mathematics, physical activity and physical education, language and literacy, and science) are routinely made. | Instruction and plans **do not reflect an understanding** of Social Studies content. Standards are not adequately addressed. Connections between Social Studies and other disciplines (i.e. the arts, mathematics, physical activity and physical education, language and literacy, and science) are not made or are made infrequently. |
| 1. Creative Arts: Provides experiences to promote visual arts, theatre arts, and music/movement integrated into the curriculum. (NAEYC Standard 5a) | Instruction and **plans and integrates**of the Creative Arts content. Standards are thoroughly addressed within all lessons. Connections between Creative Arts and other disciplines (i.e. mathematics, physical activity and physical education, language and literacy, social studies and science) are routinely made. | Instruction and plans **reflects an understanding** of Creative Arts content and adequately address the standards. Many lessons make connections between Creative Arts and other disciplines (i.e. mathematics, physical activity and physical education, language and literacy, social studies and science) are routinely made. | Instruction and plans **do not reflect an understanding** of Creative Arts content. Standards are not adequately addressed. Connections between Creative Arts and other disciplines (i.e. mathematics, physical activity and physical education, language and literacy, social studies and science) are not made or are made infrequently. |

*\*\*Rubrics adapted from: Richard W. Riley College of Education, Winthrop University Early Childhood Education Internship Midterm and Final Evaluation.*