



Preschool Internship Assessment Rubric Final Evaluation

You will complete this form at the close of preschool internship. Candidates, Cooperating Teachers, and Field Faculty Supervisors are encouraged to look back on the Midterm Evaluation to support reflection on growth and mastery of the standards. Be certain to include evidence to support ratings at each evaluation point.

Early Childhood Education Program
Elementary Education Department
Woodring College of Education

Candidate Name	Cooperating Teacher	Field Faculty Supervisor	Intern's WWU ID #
Center / Site Name	Director / Supervisor	Classroom Age Group	Internship Dates

This assessment is based on the 2020 national standards and competencies for effective practice for early childhood educators, developed by the National Association for the Education of Young Children (NAEYC). These standards are used throughout WWU's Early Childhood Education program to assess, support, and evaluate student teaching interns (candidates) as they progress through the program, including the preschool internship.

Directions for completing final evaluation

Candidate	Field Faculty Supervisor (FFS)	Cooperating Teacher	Candidate, Cooperating Teacher, and FFS
Add evidence-based comments (these can be bulleted) under WWU Candidate Evidence for each Domain.	Place a rating of 1, 2, or 3 in the column labeled (Rating: FFS) Create an overall rating Add evidence-based comments (these can be bulleted) and a suggestion under FFS Narrative & Evidence for each domain. Submit a copy of the signed final evaluation to the Office of Field Experience.	Review standards/competencies and indicators for candidate's performance during internship. Provide written evidence and a suggestion (these can be bulleted) under Cooperating Teacher Narrative for each Domain.	Meet regularly over the quarter to discuss areas of proficiency and areas for professional development. In week 8-11, review learning goals, final assessment ratings, and evidence together to finalize candidate evaluation. Sign final evaluation form when assessment is completed.

Domain #1. Planning				
Competencies/Standards/Requirements	Standard Indicators and Rating Scale			Rating (FFS)
	Proficient (3)	Met (2)	Not Met (1)	1-3
<p>1.1 Develops learning objectives, which are appropriate for the subject and grade level and are connected appropriately to the standards.</p> <p>NAEYC Standard 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.</p> <p>Required: Intern produces at minimum 8 written lesson plans and a UBD planning to be shared with FFS, CT, and ECE 439 instructor. Additional plans of learning experiences and relevant artifacts can also serve as evidence for competency demonstration.</p>	Most objectives are appropriate for the subject area/developmental level of learners and are explicitly connected to state and/or national standards.	Most objectives are appropriate for subject area/developmental level of learners and are connected appropriately to state and/or national standards.	Objectives are inappropriate for the subject area/developmental level of learners.	
	Objectives incorporate multiple domains of learning in content areas.	Objectives incorporate a few domains of learning in content areas.	Objectives are not stated in measurable terms, do not include criteria, or are not appropriately connected to the state and/or national standards.	
	Objectives are measurable and each contains criteria for student mastery.	Most objectives are measurable and most identify criteria.	Objectives do not incorporate any domains of learning in content areas.	
<p>1.2 Plans appropriate and logically sequenced learning experiences.</p> <p>NAEYC Standard 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.</p> <p>Required: Intern produces at minimum 8 written lesson plans and a UBD planning to be shared with FFS, CT, and ECE 439 instructor. Additional plans of learning experiences and relevant artifacts can also serve as evidence for competency demonstration.</p>	All planned approaches, strategies, and tools are developmentally appropriate	Some planned approaches, strategies, and tools are developmentally inappropriate.	Planned approaches, strategies, and tools are developmentally inappropriate.	
	The sequence of the lessons is logical with no gaps in progression.	The sequence of the lessons is logical, with few gaps in progression.	The sequence of the lessons may be illogical, with gaps in progression.	
<p>1.3 Plans for differences in individual needs, abilities, and interests.</p> <p>NAEYC Standard 4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills critical for young children.</p> <p>Required: Intern produces at minimum 8 written lesson plans and a UBD planning to be shared with FFS, CT, and ECE 439 instructor. Additional plans of learning experiences and relevant artifacts can also serve as evidence for competency demonstration.</p>	Plans routinely reflect sophisticated modifications and/or accommodations for differences in developmental, individual, and cultural needs, abilities and interests.	Most plans include modifications and/or accommodations for differences in developmental, individual, and cultural needs, abilities and interests.	No plan (or minimal planning) or rationale for modifications and/or accommodations for differences in developmental, individual, and cultural needs, abilities and interest.	
	The teacher candidate can articulate sound rationale for modifications and/or accommodations.	The teacher candidate can articulate some appropriate rationale for modifications and/or accommodations.		
<p>1.4 Establishes communication with families to discuss child's goals, share progress and for collaborative decision-making, and plans lessons that reflect understanding of the diversity of families and community characteristics.</p> <p>NAEYC Standard 2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning</p>	Scheduled and frequent communication with families is established to discuss children's goals, share progress and for collaborative decision-making.	Some communication with families is established to discuss child(ren)'s goals, share progress and for collaborative decision-making.	No communication with families has occurred to discuss child(ren)'s goals, share progress and for collaborative decision-making.	

<p>settings, schools, and community organizations and agencies. engagement.</p> <p>Required: Intern communicates with families at minimum three times throughout the internship, including an interview to discuss goals and decision-making, and sharing progressing via email, newsletters, phone calls, etc. Additionally, intern produces one visual display incorporating family knowledges/interests.</p>	<p>Lesson plans embed diversity of families and community characteristics and collaborative decisions with families.</p>	<p>Lesson plans reflect some diversity of families and community characteristics and collaborative decisions with families.</p>	<p>Lesson plans don't reflect the diversity of families or community characteristics and collaborative decisions with families.</p>	
<p>1.5 Plans for appropriate assessment, analysis of results and maintenance of records.</p> <p>NAEYC Standard 3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.</p> <p>Required: Intern produces at minimum 8 written lesson plans and a UBD planning to be shared with FFS, CT, and ECE 439 instructor. Additional plans of learning experiences and relevant artifacts can also serve as evidence for competency demonstration.</p>	<p>Assessment planning reflects sophisticated and multiple use of a variety of responsible assessments (observation, checklists, documentation and other developmentally appropriate assessment tools/approaches).</p>	<p>Responsible assessments are used regularly (observation, checklists, documentation and other developmentally appropriate assessment tools/approaches).</p>	<p>No evidence or minimal evidence of planning for responsible assessments is demonstrated (observation, checklists, documentation and other developmentally appropriate assessment tools/approaches).</p>	
	<p>Detailed analysis of data is evident and information is used to influence subsequent changes of lesson planning.</p>	<p>Some analysis of data is evident and information is used to influence subsequent changes of lesson planning.</p>	<p>No plan for analysis of data or record keeping is evident to inform subsequent changes of lesson plans.</p>	
	<p>All planned assessments measure each objective</p>	<p>Most assessments measure each objective.</p>	<p>Assessments do not measure objectives.</p>	
<p>1.6 Plans lessons that demonstrate a respect and understanding for cultural and linguistic diversity and anti-bias education.</p> <p>NAEYC Standard 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p> <p>Required: Intern produces at minimum 8 written lesson plans and a UBD planning to be shared with FFS, CT, and ECE 439 instructor. Additional plans of learning experiences and relevant artifacts can also serve as evidence for competency demonstration.</p>	<p>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, representation, and materials.</p>	<p>Some 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, representation, and/or materials.</p>	<p>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, representation, and/or materials.</p>	
(Sum of assessment ratings / 18)				0
WWU Candidate Narrative				
[Instruction: Please give at least three examples of how the WWU candidate demonstrated planning]				
Example 1:				
Example 2:				
Example 3:				
Cooperating Teacher Narrative				
[Instruction: Please give at least three examples of how the WWU candidate demonstrated instruction and at least one suggestion for the candidate's future growth in planning]				
Example 1:				

	Example 2:	
	Example 3:	
	Suggestion:	
FFS Narrative		
[Instruction: Please give at least three examples of how the WWU candidate demonstrated instruction and at least one suggestion for the candidate's future growth in planning]		
	Example 1:	
	Example 2:	
	Example 3:	
	Suggestion:	

Domain #2. Instruction				
Competencies/Standards/Requirements	Standard Indicators and Rating Scale			Rating (FFS)
	Proficient (3)	Met (2)	Not Met (1)	1-3
<p>2.1 Establishes, communicates, and maintains high expectations for all student participation and achievement in individual and collective activities.</p> <p>NAEYC Standard 1d: Use this multidimensional knowledge—that is, knowledge about the developmental period of early childhood, about individual children, and about development and learning in cultural contexts—to make evidence-based decisions that support each child.</p> <p>Required: Intern interacts and instructs children as part of their inquiry projects and during regular classroom routines. FFS and CT should observe intern-child interactions at minimum 10 times (i.e., once per week). Observations can include face-to-face, video recordings, and anecdotal/artifact evidence.</p>	Consistently employs multiple approaches, instructional strategies and/or tools to engage all students in a challenging, yet supportive environment.	Adequately employs multiple approaches, instructional strategies and/or tools to engage all students in a challenging, yet supportive environment.	Rarely employs multiple approaches, instructional strategies and/or tools to engage all students in a challenging, yet supportive environment.	
	Consistently encourages and provides meaningful opportunities for students to assume agency and responsibility in their own learning.	Adequately encourages and provides meaningful opportunities for students to assume agency and responsibility in their own learning.	Rarely encourages and provides meaningful opportunities for students to assume agency and responsibility in their own learning.	
<p>2.2 Uses instructional judgment in the implementation of learning experiences, responsive to students' cultural and lived experiences and developmental trajectories.</p> <p>NAEYC Standard 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.</p> <p>Required: Intern interacts and instructs children as part of their inquiry projects and during regular classroom routines. FFS and CT should observe intern-child interactions at minimum 10 times (i.e., once per week). Observations can include face-to-face, video recordings, and anecdotal/artifact evidence.</p>	Consistently makes subject matter more meaningful for students through use of creative and practical applications and by using the students' real-life experiences.	Adequately makes subject matter more meaningful for students through use of creative and practical applications and by using the students' real-life experiences.	Rarely makes subject matter more meaningful for students through use of creative and practical applications and by using the students' real-life experiences.	
	Consistently displays outstanding level of instructional judgment by making appropriate instructional adjustments in response to students' developmental, individual and cultural needs and interests.	Adequately displays some level of instructional judgment by making appropriate instructional adjustments in response to students' developmental, individual and cultural needs and interests.	Rarely displays instructional judgment by making appropriate instructional adjustments in response to students' developmental, individual and cultural needs and interests.	
<p>2.3 Integrates technology appropriately into teaching and learning.</p> <p>NAEYC Standard 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.</p> <p>Required: Intern integrates technology (e.g., Thinglink, Google Sites, Padlet, or others) learned from IT 442 to document children's learning and support inquiry over time.</p>	Consistently demonstrates strong abilities to use technology as a teaching and learning tool to enhance student learning or instructional effectiveness.	Adequately demonstrates an ability to use technology as a teaching and learning tool to enhance student learning or instructional effectiveness.	Rarely uses technology as a teaching and learning tool to enhance student learning or instructional effectiveness.	
<p>2.4 Uses a variety of instructional strategies to foster children's conversation and language development.</p> <p>NAEYC Standard 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidencebased teaching skills and strategies that reflect the principles of universal design for learning.</p> <p>Required. Intern interacts and instructs children as part of their inquiry projects and during regular classroom routines. FFS and CT should observe intern-child interactions at minimum 10 times (i.e., once per week). At least 5 of these observations should emphasize small group language facilitation strategies. Observations can include face-to-face, video recordings, and anecdotal/artifact evidence.</p>	Consistently uses multiple language facilitation strategies (open-ended questions, back-and-forth exchanges, restatement, think aloud, modeling academic language) throughout the term in order to foster children's conversation and language development.	Adequately uses occasional language facilitation strategies (open-ended questions, back-and-forth exchanges, restatement, think aloud, modeling academic language) throughout the term in order to foster children's conversation and language development.	Rarely uses language facilitation strategies (open-ended questions, back-and-forth exchanges, restatement, think aloud, modeling academic language) throughout the term in order to foster children's conversation and language development.	
	Consistently facilitates group conversations so that children exchange ideas with each other.	Adequately facilitates occasional group conversations so that children exchange ideas with each other.	Rarely facilitates group conversations so that children exchange ideas with each other.	
	Consistently supports children to share their representations with others and use multiple strategies to extend their thinking.	Adequately supports children to communicate about their representations, and use a few strategies to extend their thinking	Rarely supports children to communicate about their representations, and limited strategies were used to extend their thinking.	
<p>2.5 Provides inquiry-based experiences to promote critical thinking, problem solving, reflection, informed decision making, and/or creativity.</p> <p>NAEYC Standard 5b: Understand pedagogical content knowledge—how young children learn in each discipline—and how to use the teacher knowledge and</p>	Consistently provides innovative and developmentally appropriate learning experiences to foster children's critical thinking, problem solving, decision-making and/or creativity.	Adequately provides innovative and developmentally appropriate learning experiences occasionally to foster children's critical thinking, problem-solving, decision-making and/or creativity.	Rarely provides innovative and developmentally appropriate learning experiences to foster children's critical thinking, problem solving, decision-making and/or creativity.	

	practices described in Standards 1 through 4 to support young children's learning in each content area. Required. Intern facilitates 3-4 learning experiences over the week for the inquiry project, at least one of these experiences is dedicated to reflection and individual/group planning with children.	Consistently supports children to engage in planning, reasoning, classifying, comparing, making causal relationships, and reflecting on their works	Adequately supports children to engage in any of planning, reasoning, classifying, comparing, making causal relationships, or reflecting on their works	Rarely supports children to engage in planning, reasoning, classifying, comparing, making causal relationships, or reflecting on their works		
	2.6 Uses a variety of assessments to identify child's strengths, evaluate and guide student learning and to modify instruction as needed. NAEYC Standard 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.	Consistently uses a variety of responsible assessments to demonstrate student learning progress.	Adequately uses responsible assessments to demonstrate student learning progress.	Rarely uses responsible assessments to demonstrate student learning progress.		
	Required. Intern produces weekly reflections on children's learning and development using a variety of appropriate assessments (e.g., Teaching Strategies Gold Benchmarks, Head Start Early Learning Outcomes Framework, and disciplinary specific assessments).	Consistently analyzes multiple sources of evidence to inform the modifications of the instruction.	Adequately analyzes the source of evidence to inform the modifications of the instruction.	Rarely analyzes evidence to inform the modification of the instruction.		
	2.7 Uses variety of documentation to communicate to children, families and colleagues NAEYC Standard 3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.	Consistently uses a variety of means to document children's learning experiences.	Adequately uses a variety of means to document children's learning experiences.	Rarely documents children's learning experiences.		
	Required: Intern produces weekly documentation on children's learning and development (e.g., child documentation journal/book, wall displays, newsletters to home, written reflections).	Consistently uses multiple media (wall display, weekly documentations, email, ebook, Google Sites) to communicate the learning experiences with children, family and colleagues.	Adequately uses media (wall display, weekly documentations, email, ebook, Google Sites) to communicate the learning experiences with children, family and colleagues.	Rarely uses a medium (wall display, , weekly documentations, email, ebook, Google Sites) to communicate the learning experiences with children, family and colleagues.		
	2.8 Uses appropriate voice tone and inflection to deliver instruction effectively NAEYC Standard 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.	Consistently delivers instruction with skill, poise, sensitivity and appropriate voice tone and inflection.	Adequately delivers instruction with skill, poise, sensitivity and appropriate voice tone and inflection.	Lacks skill, poise, sensitivity and/or appropriate voice tone and inflection.		
	Required: Intern interacts and instructs children as part of their inquiry projects and during regular classroom routines. FFS and CT should observe intern-child interactions at minimum 10 times (i.e., once per week). Observations can include face-to-face, video recordings, and anecdotal/artifact evidence.	Consistently portrays confidence in teaching.	Adequately appears comfortable teaching.	Appears uncomfortable teaching.		
(Sum of assessment ratings / 24)					0	
WWU Candidate Narrative						
[Instruction: Please give at least three examples of how the WWU candidate demonstrated instruction]						
Example 1:						
Example 2:						
Example 3:						
Cooperating Teacher Narrative						
[Instruction: Please give at least three examples of how the WWU candidate demonstrated instruction and at least one suggestion for the candidate's future growth in instruction]						
Example 1:						
Example 2:						
Example 3:						
Suggestion:						
FFS Narrative						
[Instruction: Please give at least three examples of how the WWU candidate demonstrated instruction and at least one suggestion for the candidate's future growth in instruction]						
Example 1:						

Domain #3 Environment				
Competencies/Standards/Requirements	Standard Indicators and Rating Scale			Rating (FFS)
	Proficient (3)	Met (2)	Not Met (1)	1-3
<p>3.1 Demonstrates positive interactions with children and understands this is the foundation of an effective learning relationship</p> <p>NAEYC Standard 4a: Understand and demonstrate positive, caring, supportive relationships and interactions as the foundation of early childhood educators' work with young children.</p> <p>Required: Intern interacts and instructs children as part of their inquiry projects and during regular classroom routines. FFS and CT should observe intern-child interactions at minimum 10 times (i.e., once per week). Observations can include face-to-face, video recordings, and anecdotal/artifact evidence.</p>	Consistently demonstrates outstanding use of strategies to interact with children to develop supportive relationships as a foundation for learning relationships.	Demonstrates adequate use of some strategies to interact with children to develop supportive relationships as a foundation for learning relationships.	Rarely demonstrates use of strategies to interact with children to develop supportive relationships as a foundation for learning relationships.	
	Consistently encourages collaboration and positive interactions between children and their peers, community, and environment.	Adequately encourages collaboration or interaction with peers, community, and environment.	Rarely encourages children to collaborate or interact with peers, community, and environment.	
<p>3.2 Establishes and maintains effective rules, procedures, and routines for smooth transitions between activities.</p> <p>NAEYC Standard 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p> <p>Required: Intern interacts and instructs children as part of their inquiry projects and during regular classroom routines. FFS and CT should observe intern-child interactions at minimum 10 times (i.e., once per week). Observations can include face-to-face, video recordings, and anecdotal/artifact evidence.</p>	Consistently maintains a healthy and respectful environment by establishing and maintaining effective rules, procedures, and routines based on developmentally appropriate practice.	Adequately maintains a healthy and respectful environment by establishing and maintaining effective rules, procedures, and routines based on developmentally appropriate practice.	Rarely maintains a healthy and respectful environment by establishing and maintaining effective rules, procedures, and routines based on developmentally appropriate practice.	
	Consistently provides for smooth transitions between activities	Adequately provides for smooth transitions between activities	Rarely provides for smooth transitions between activities	
	Consistently implements introductions and closures in lessons by using effective approaches, strategies, and tools for early education	Adequately implements introductions and closures in lessons by using effective approaches, strategies, and tools for early education.	Rarely implements introductions and closures in lessons and closures in lessons by using effective approaches, strategies, and tools for early education.	
<p>3.3 Plans and arranges physical environment to promote inquiry with attention to aesthetics, learning goals and the use of materials.</p> <p>NAEYC Standard 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p> <p>Required: Intern arranges the environment and invites children to engage as part of their inquiry project. FFS and CT should observe the physical environment arranged by the intern (e.g., interest centers, wonder centers, provocation stations), and intern-child interactions within those environments at minimum 10 times (i.e., once per week). Observations can include face-to-face, video recordings, and anecdotal/artifact evidence (e.g., wall displays, child journals, etc).</p>	Consistently plans physical environment to promote inquiry with attention to aesthetics, organization, learning goals, and use of materials.	Adequately plans physical environment to promote inquiry with attention to aesthetics, organization, learning goals, and use of materials.	Rarely plans physical environment to promote inquiry with attention to aesthetics, organization, learning goals, and use of materials.	
	Consistently selects a wide range of materials (open-ended, loose-part, natural materials) and arranges them to promote children's investigation and representation of their ideas.	Adequately selects a wide range of materials (open-ended, loose-part, natural materials) and arranges them to promote children's investigation and representation of their ideas.	Rarely selects a wide range of materials (open-ended, loose-part, natural materials) and arranges them to promote children's investigation and representation of their ideas.	
	Consistently uses materials to encourage children's collaboration among small group members and provides developmentally appropriate challenges to children's thinking and actions.	Adequately uses materials to encourage children's collaboration among small group members and provides developmentally appropriate challenges to children's thinking and actions.	Rarely uses materials to encourage children's collaboration among small group members and provides developmentally appropriate challenges to children's thinking and actions.	
(Sum of assessment ratings / 9)				0
WWU Candidate Narrative				
[Instruction: Please give at least three examples of how the WWU candidate demonstrated creating a positive environment]				
Example 1:				
Example 2:				
Example 3:				
Cooperating Teacher Narrative				
[Instruction: Please give at least three examples of how the WWU candidate demonstrated instruction and at least one suggestion for the candidate's future growth in creating a positive environment]				
Example 1:				
Example 2:				

	Example 3:	
	Suggestion:	
FFS Narrative		
[Instruction: Please give at least three examples of how the WWU candidate demonstrated instruction and at least one suggestion for the candidate's future growth in creating a positive environment]		
	Example 1:	
	Example 2:	
	Example 3:	
	Suggestion:	

Domain #4. Professionalism				
Competencies/Standards/Requirements	Standard Indicators and Rating Scale			Rating (FFS)
	Proficient (3)	Met (2)	Not Met (1)	1-3
<p>4.1 Demonstrates oral, written, and/or nonverbal communication consistent with the expectations of a college graduate</p> <p>NAEYC Standard 6c: Use professional communication skills, including technology mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.</p> <p>Required: Intern interacts with children, families, peers, colleagues, administrators, mentor teachers, and supervisors throughout the internship and coursework. Evidence includes face-to-face observations, video recordings, written communications, and anecdotal/artifact evidence.</p>	Consistently uses professional oral, written, and non-verbal communication skills.	Adequately uses professional oral, written, and non-verbal communication skills.	Uses unprofessional oral, written, and non-verbal communication skills.	
	Extensive efforts are made to learn and reinforce preferred communication styles and personal/ professional boundaries of children, families, colleagues, and peers.	Adequate efforts are made to learn and reinforce preferred communication styles and personal/ professional boundaries of children, families, colleagues, and peers	No effort is made to learn and reinforce preferred communication styles and personal/ professional boundaries of children, families, colleagues, and peers	
<p>4.2 Creates a positive rapport with children, families, colleagues, administrators, mentor teacher, and supervisors upholding a professional disposition.</p> <p>NAEYC Standard 6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.</p> <p>Required: Intern interacts with children, families, peers, colleagues, administrators, mentor teachers, and supervisors throughout the internship and coursework. Evidence includes face-to-face observations, video recordings, written communications, and anecdotal/artifact evidence.</p>	Consistently presents a positive attitude and strengths-based approach to working with young children and families	Adequately presents positive attitude and approach, as well as some negative approaches (e.g., complaining, gossip, deficit, etc) towards working with young children and families	Often presents negative attitude and deficit approaches towards working with young children and families	
	Demonstrates initiative in resolving conflicts in a professional manner.	Demonstrates adequate initiative in resolving conflicts in a professional manner.	Avoids resolving conflict or is unprofessional in working towards resolutions.	
	Makes extensive efforts to collaborate and maintain positive relationship with mentor teacher (co-teaching)	Adequately makes efforts to collaborate and maintain a positive relationship with mentor teacher.	Does not engage in co-teaching, rarely makes effort to collaborate or lead the classroom.	
<p>4.3 Presents self in a professional manner in terms of appearance and attire</p> <p>NAEYC Standard 6a: Know about and uphold ethical and other early childhood professional guidelines.</p> <p>Required: Intern interacts with children, families, peers, colleagues, administrators, mentor teachers, and supervisors throughout the internship and coursework. Evidence includes face-to-face observations, video recordings, written communications, and anecdotal/artifact evidence.</p>	Consistently follows site dress-code or wears appropriate professional attire for working with young children.	Adequately follows site dress-code or wears appropriate professional attire for working with young children, with some reminders.	Rarely follows site dress-code or wears appropriate professional attire for working with young children, with frequent reminders.	
<p>4.4 Is receptive to constructive criticism from the mentor teacher, supervisor, and administrators and incorporates feedback.</p> <p>NAEYC Standard 6d: Engage in continuous, collaborative learning to inform practice.</p>	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.	Adequately incorporates feedback from others in a mature manner and demonstrates incorporation of feedback. As a result, candidate's work shows effects in their practice.	Rarely incorporates 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	

	<p>Required: Intern listens and incorporates constructive criticism from others consistently throughout daily internship. Evidence includes face-to-face observation, video recordings, and anecdotal/artifact evidence.</p>	Lesson plans are consistently prepared in advance and discussed with the mentor teacher. Feedback is readily incorporated resulting in positive effects in their practice.	Lesson plans are prepared in advance adequately and are frequently discussed with the mentor teacher. Feedback is frequently incorporated resulting in positive effects in their practice.	Lesson plans are rarely 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.	
	<p>4.5 Is prepared to teach each day.</p> <p>NAEYC Standard 6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.</p>	Consistently prepared to teach each day and displays a high degree of planning and organization, which optimizes student learning opportunities.	Most times prepared to teach each day and display adequately in planning and organization, which optimizes student learning opportunities.	Rarely prepared to teach each day and displays inadequately in planning and organization to optimize student learning opportunities.	
	<p>Required: Intern arrives at the site on time with preparation of teaching. Evidence includes face-to-face observation, video recordings, and anecdotal artifact evidence.</p>	Consistently shows up on time with minimal absences or disruptions to schedule.	Adequately shows up on time with some absences or disruptions to schedule.	Rarely shows up on time and is often absent or disrupts schedule.	
	<p>4.6 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.</p> <p>NAEYC Standard 6b: Know about and uphold ethical and other early childhood professional guidelines.</p>	Consistently displays exemplary personal conduct, academic integrity, and emotional maturity in the school setting.	Adequately displays exemplary personal conduct, academic integrity, and emotional maturity in the school setting.	Rarely displays exemplary personal conduct, academic integrity, and emotional maturity in the school setting.	
	<p>Required: Intern maintains appropriate professional ethics consistently throughout daily internship experiences and coursework. Evidence includes face-to-face observation, video recordings, and anecdotal</p>	Consistently upholds the NAEYC's code of Ethical conduct and other professional guidelines (i.e. school-based guidelines).	Adequately upholds the NAEYC's code of Ethical conduct and other professional guidelines (i.e. school-based guidelines).	Rarely upholds the NAEYC's code of Ethical conduct and other professional guidelines (i.e. school-based guidelines).	
	<p>4.7 Uses self-reflection to evaluate instruction to plan positive outcomes for children.</p> <p>NAEYC Standard 4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.</p>	Consistently analyzes and reflects upon their practice with notable insight.	Adequately analyzes and reflects upon their practice with notable insight.	Rarely analyzes and reflects upon their practice with notable insight.	
	<p>Required: Intern engages in weekly reflection to analyze and evaluate instruction and inform future planning. Evidence includes face-to-face observation, video recordings, and anecdotal artifact evidence (e.g., weekly reflection papers, weekly meetings with FFS and CT).</p>	Consistently shows abilities to reach out for relevant resources (technology, peers, instructor, CT, FFS, families, other teaching staff, articles) to positively influence	Adequately shows abilities to reach out for relevant resources (technology, peers, instructor, CT, FFS, families, other teaching staff, articles) to positively influence	Rarely shows abilities to reach out for relevant resources (technology, peers, instructor, CT, FFS, families, other teaching staff, articles) to positively influence children's learning.	
		Consistently shows improvements in decision-makings and practices of teaching.	Adequately shows improvements in decision-makings and practices of teaching.	Rarely shows improvements in decision-makings and practices of teaching.	
(Sum of assessment ratings / 21)					0
WWU Candidate Narrative					
[Instruction: Please give at least three examples of how the WWU candidate demonstrated in professionalism]					
Example 1:					
Example 2:					

	Example 3:	
Cooperating Teacher Narrative		
[Instruction: Please give at least three examples of how the WWU candidate demonstrated instruction and at least one suggestion for the candidate's future growth in professionalism]		
	Example 1:	
	Example 2:	
	Example 3:	
	Suggestion:	
FFS Narrative		
[Instruction: Please give at least three examples of how the WWU candidate demonstrated instruction and at least one suggestion for the candidate's future growth in professionalism]		
	Example 1:	
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	Suggestion:	

Domain #5. Additional ECE Content Standards				
Competencies/Standards/Requirements	Standard Indicators and Rating Scale			Rating (FFS)
	Proficient (3)	Met (2)	Not Met (1)	1-3
<p>5.1 Language Arts: Integrates listening, speaking, reading, and writing across a developmental continuum. Uses an integrated approach to include content from other content areas.</p> <p>NAEYC Standard 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.</p> <p>Required: Intern produces at minimum 8 written lesson plans and a UBD planning to be shared with FFS, CT, and ECE 439 instructor. Additional plans of learning experiences and relevant artifacts can also serve as evidence for competency demonstration. Intern interacts and instructs children as part of their inquiry projects and during regular classroom routines. FFS and CT should observe intern-child interactions at minimum 10 times (i.e., once per week). Observations can include face-to-</p>	<p>Instruction and plans consistently integrate Language Arts content, related to state/national standards.</p>	<p>Instruction and plans adequately integrate Language Arts content, related to state/national standards.</p>	<p>Instruction and plans rarely integrate Language Arts content, related to state/national standards.</p>	
	<p>Connections between Language Arts and other content areas are consistently made.</p>	<p>Connections between Language Arts and other content areas are adequately made.</p>	<p>Connections between Language Arts and other content areas are rarely made.</p>	
<p>5.2 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>NAEYC Standard 5a: Understand content knowledge— the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.</p> <p>Required: Intern produces at minimum 8 written lesson plans and a UBD planning to be shared with FFS, CT, and ECE 439 instructor. Additional plans of learning experiences and relevant artifacts can also serve as evidence for competency demonstration. Intern interacts and instructs children as part of their inquiry projects and during regular classroom routines. FFS and CT should observe intern-child interactions at minimum 10 times (i.e., once per week). Observations can include face-to-face, video recordings, and anecdotal/artifact evidence.</p>	<p>Instruction and plans consistently integrate Science content, related to state/national standards.</p>	<p>Instruction and plans adequately integrate Science content, related to state/national standards.</p>	<p>Instruction and plans rarely integrate Science content, related to state/national standards.</p>	
	<p>Connections between science and other content areas are consistently made.</p>	<p>Connections between science and other content areas are adequately made.</p>	<p>Connections between science and other content areas are rarely made.</p>	
<p>5.3 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>NAEYC Standard 5a: Understand content knowledge— the central concepts, methods and tools of inquiry, and structure—and resources for the academic disciplines in an early childhood curriculum.</p> <p>Required: Intern produces at minimum 8 written lesson plans and a UBD planning to be shared with FFS, CT, and ECE 439 instructor. Additional plans of learning experiences and relevant artifacts can also serve as evidence for competency demonstration. Intern interacts and instructs children as part of their inquiry projects and during regular classroom routines. FFS and CT should observe intern-child interactions at minimum 10 times (i.e., once per week). Observations can include face-to-face, video recordings, and anecdotal/artifact evidence.</p>	<p>Instruction and plans consistently integrate Mathematics content, related to state/national standards.</p>	<p>Instruction and plans adequately integrate Mathematics content, related to state/national standards.</p>	<p>Instruction and plans rarely integrate Mathematics content, related to state/national standards.</p>	
	<p>Connections between Mathematics and other content areas are consistently made.</p>	<p>Connections between Mathematics and other content areas are adequately made.</p>	<p>Connections between Mathematics and other content areas are rarely made.</p>	

<p>5.4 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>NAEYC Standard 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.</p>	Instruction and plans consistently integrate Social Studies content, related to state/national standards.	Instruction and plans adequately integrate Social Studies content, related to state/national standards.	Instruction and plans rarely integrate Social Studies content, related to state/national standards.	
	Connections between Social Studies and other content areas are consistently made.	Connections between Social Studies and other content areas are adequately made.	Connections between Social Studies and other content areas are rarely made.	
<p>Required: Intern produces at minimum 8 written lesson plans and a UBD planning to be shared with FFS, CT, and ECE 439 instructor. Additional plans of learning experiences and relevant artifacts can also serve as evidence for competency demonstration. Intern interacts and instructs children as part of their inquiry projects and during regular classroom routines. FFS and CT should observe intern-child interactions at minimum 10 times (i.e., once per week). Observations can include face-to-face, video recordings, and anecdotal/artifact evidence.</p> <p>5.5 Creative Arts: Provides experiences to promote visual arts, theatre arts, and music/movement integrated into the curriculum.</p> <p>NAEYC Standard 5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources, and their pedagogical content knowledge.</p>	Instruction and plans consistently integrate creative arts content, related to state/national standards.	Instruction and plans adequately integrate creative arts content, related to state/national standards.	Instruction and plans rarely integrate creative arts content, related to state/national standards.	
	Connections between creative arts and other content areas are consistently made.	Connections between creative arts and other content areas are adequately made.	Connections between creative arts and other content areas are rarely made.	
<p>Required: Intern produces at minimum 8 written lesson plans and a UBD planning to be shared with FFS, CT, and ECE 439 instructor. Additional plans of learning experiences and relevant artifacts can also serve as evidence for competency demonstration. Intern interacts and instructs children as part of their inquiry projects and during regular classroom routines. FFS and CT should observe intern-child interactions at minimum 10 times (i.e., once per week). Observations can include face-to-</p>				
(Sum of assessment ratings / 15)				0
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