

INTEGRATED BACHELORS AND MASTERS PROGRAM: INTERNSHIP EVALUATIONS
FALL 2015

Context

This evaluation is designed for those students in the 5th year, the "internship" year, for the Integrated Bachelors and Masters Program. This instrument may be used for formative purposes involving a regular observation/feedback cycle. Our goal is to avoid any end-of-semester surprises and to provide everyone with another tool to ensure positive learning experiences and clear expectations within the internship placements.

Methodology

The survey was administered using Qualtrics, an online survey tool to student supervisors (N=117) for the IB/M) program.

Key Findings

- ✓ Interns received an overall grade in the A range (A+, A, or A-) at a rate of 97.44% indicating that they performed “work of distinction” in a “consistently superior manner”.
- ✓ Interns received a rating of 5 (indicating consistent high levels of proficiency) at a rate of 81.20% or above (n ≥95 students out of 117) in the following domain areas:
 - Intern demonstrates ethical conduct in professional settings.
 - Intern demonstrates rapport/empathy with appropriate constituencies served in the internship experience
 - Intern demonstrates an ability to work with individuals and small groups.
 - Intern displays attitude of a professional.
 - Intern demonstrates commitment to positive educational change.
 - Intern shows the ability to react to change and respond appropriately.
- ✓ With the exception of one student in a few domain areas, all students were rated as having at least an “acceptable level of proficiency” in almost all domain areas. There were three domain areas where 2 students (1.71%) received a rating of “unacceptable level of proficiency”. These were:
 - Intern possesses strong knowledge base.
 - Intern demonstrates in-depth understanding of inquiry.
 - Intern demonstrates reflective/analytic practice.

Performance Areas

For each of the standards, the following the following proficiency levels will be used:

- 5** - Consistently exhibits a high level of proficiency
- 3 or 4** - Demonstrates an acceptable level of proficiency
- 1 or 2** - Demonstrates an unacceptable level of proficiency

Evidence intern has demonstrated responsibility and professionalism in educational settings:

Item	5 – Consistently exhibits high level of proficiency	4	3 – Acceptabl e level of proficienc y	2	1 – Unacceptabl e level of proficiency
1. Intern has made the transition from student to professional.	88 (75.21%)	25 (21.37%)	3 (2.56%)	1 (0.85%)	0 (0.00%)
2. Intern demonstrates a high degree of independence in decision making in professional matters.	79 (67.52%)	33 (28.21%)	4 (3.42%)	1 (0.85%)	0 (0.00%)
3. Intern shows an understanding of the knowledge base for the professional educator.	94 (80.34%)	19 (16.24%)	3 (2.56%)	1 (0.85%)	0 (0.00%)
4. Intern demonstrates ethical conduct in professional settings.	106 (90.60%)	9 (7.69%)	2 (1.71%)	0 (0.00%)	0 (0.00%)

Evidence intern has demonstrated ability to communicate effectively:

Item	5 – Consistently exhibits high level of proficiency	4	3 – Acceptabl e level of proficienc y	2	1 – Unacceptabl e level of proficiency
5. Intern demonstrates rapport/empathy with appropriate constituencies served in the internship experience.	98 (83.76%)	18 (15.38%)	1 (0.85%)	0 (0.00%)	0 (0.00%)
6. Intern demonstrates an ability to work with individuals and small groups.	100 (85.47%)	14 (11.97%)	3 (2.56%)	0 (0.00%)	0 (0.00%)
7. Intern displays attitude of a professional.	99 (84.62%)	16 (13.68%)	1 (0.85%)	1 (0.85%)	0 (0.00%)
8. Intern shows a willingness and ability to make decisions.	85 (72.65%)	28 (23.93%)	3 (2.56%)	1 (0.85%)	0 (0.00%)

Evidence intern has demonstrated the role and importance of inquiry in educational settings:

Item	5 – Consistently exhibits high level of proficiency	4	3 – Acceptabl e level of proficienc y	2	1 – Unacceptable level of proficiency
9. Intern possesses strong knowledge base.	88 (75.21%)	24 (20.51%)	3 (2.56%)	2 (1.71%)	0 (0.00%)
10. Intern possesses good observation skills.	93 (79.49%)	22 (18.80%)	2 (1.71%)	0 (0.00%)	0 (0.00%)
11. Intern possesses good analytical skills.	85 (72.65%)	28 (23.93%)	3 (2.56%)	1 (0.85%)	0 (0.00%)
12. Intern demonstrates in-depth understanding of inquiry.	65 (55.56%)	43 (36.75%)	7 (5.98%)	2 (1.71%)	0 (0.00%)
13. Intern demonstrates self-analysis skills.	87 (74.36%)	28 (23.93%)	1 (0.85%)	1 (0.85%)	0 (0.00%)

Evidence intern has demonstrated a commitment to promoting change in educational settings:

Item	5 – Consistently exhibits high level of proficiency	4	3 – Acceptabl e level of proficienc y	2	1 – Unacceptable level of proficiency
14. Intern demonstrates reflective/analytic practice.	86 (73.50%)	28 (23.93%)	1 (0.85%)	2 (1.71%)	0 (0.00%)
15. Intern demonstrates commitment to positive educational change.	95 (81.20%)	18 (15.38%)	4 (3.42%)	0 (0.00%)	0 (0.00%)
16. Intern shows the ability to react to change and respond appropriately.	96 (82.05%)	18 (15.38%)	2 (1.71%)	1 (0.85%)	0 (0.00%)
17. Intern demonstrates an understanding of the factors that influence change.	68 (58.12%)	43 (36.75%)	5 (4.27%)	1 (0.85%)	0 (0.00%)
18. Intern initiates steps to implement change.	68 (58.12%)	43 (36.75%)	5 (4.27%)	1 (0.85%)	0 (0.00%)

Final Grade

Grading Guidelines:

"A+", "A", or "A-" means that the graduate candidate has performed in a consistently superior manner during the internship experience. This grade indicates that the graduate intern has performed work of distinction.

"B+", "B", or "B-" means that the graduate candidate has performed in a highly satisfactory manner during the internship experience. This grade indicates that the graduate intern has performed work of good quality, such as is expected of any successful graduate student.

"C+", "C", or "C-" means that the graduate candidate has performed in an average manner during the internship experience. This grade represents work below the standard expected of graduate students.

"D+", "D", "D-", or "F" is seldom used in conjunction with the internship. Such grades indicate work of unsatisfactory quality. Graduate candidates performing this poorly should be detected as soon as possible during the internship period. Candidates performing below a B level at the midterm must be reported to the Office of Teacher Education.

Grade	Count	Percentage
A+	42	35.90%
A	66	56.41%
A-	6	5.13%
B+	0	0.00%
B	2	1.71%
B-	0	0.00%
C+	0	0.00%
C	1	0.85%

Final Comments

Additional Comments:

Answer

Statements contained personal information and were redacted

For more information, please contact Jamison Judd, Interim Director of Assessment (jamison.judd@uconn.edu). This report is available online - <http://assessment.education.uconn.edu/>