

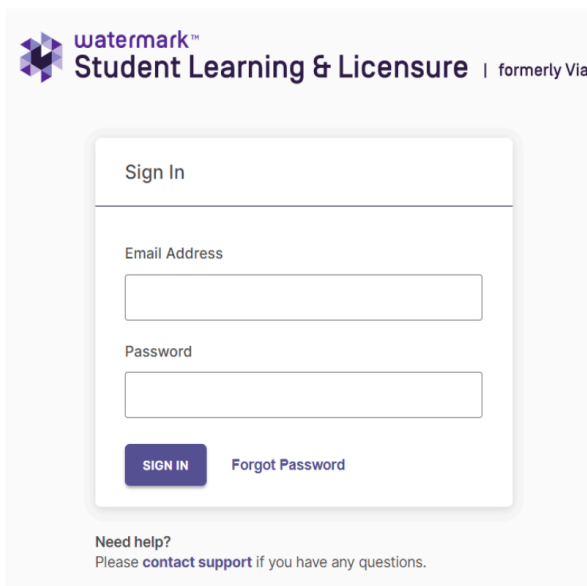
Student Learning & Licensure (SL&L) Intern Self-Assessment Instructions

Interns have self-assessments to complete at the following visits:

- 1.3 (Phase 1)
- 2.2 (Phase 2)
- 2.3 (Phase 2)

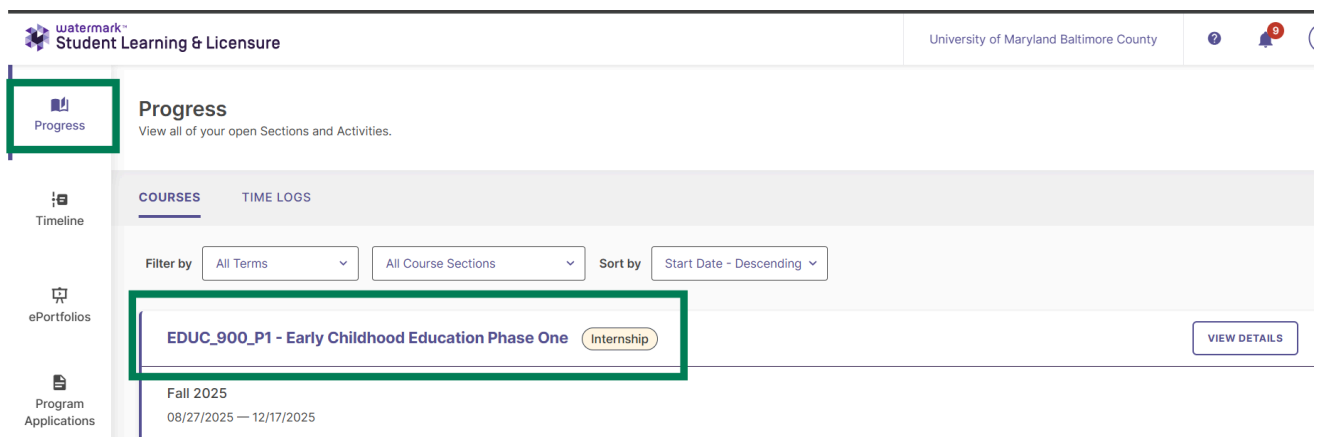
Instructions for accessing and submitting self-assessments:

1. Log in to your SL&L account (see SL&L FAQ page for more information on how to sign in as a student - <https://education.umbc.edu/sll-faq/>)



The screenshot shows the login interface for the Watermark Student Learning & Licensure system. At the top left is the Watermark logo and the text "Student Learning & Licensure | formerly Via". Below this is a "Sign In" box containing two input fields: "Email Address" and "Password". A "SIGN IN" button is located below the password field, and a "Forgot Password" link is to its right. At the bottom of the page, there is a "Need help?" section with the text "Please [contact support](#) if you have any questions."

2. Once you successfully log in, you should see your SL&L progress homepage. You can also click "*Progress*" in the top left corner to go back to the progress page as needed. Then click into your internship course for the internship phase you are completing assessments for.



The screenshot displays the "Progress" page of the Watermark Student Learning & Licensure system. The top navigation bar includes the Watermark logo, "Student Learning & Licensure", and the "University of Maryland Baltimore County" name. On the left sidebar, the "Progress" link is highlighted with a green box. The main content area is titled "Progress" with the subtitle "View all of your open Sections and Activities." Below this, there are tabs for "COURSES" and "TIME LOGS". Under the "COURSES" tab, there are filter and sort options: "Filter by" with dropdowns for "All Terms" and "All Course Sections", and "Sort by" with a dropdown for "Start Date - Descending". A table lists the courses, with the first entry "EDUC_900_P1 - Early Childhood Education Phase One" highlighted by a green box. This entry has an "Internship" tag and a "VIEW DETAILS" button. Below the table, it shows "Fall 2025" and the date range "08/27/2025 — 12/17/2025".

3. Under activities, you should click into the open activities for Phase I or Phase II respectively

watermark™
Student Learning & Licensure

University of Maryland Baltimore County

Progress > EDUC_900_P1 - Early Childhood Education Phase One

EDUC_900_P1 - Early Childhood Education Phase One

ACTIVITIES HOMEPAGE PLACEMENT DETAILS

My Activities

Showing All Except Closed

	OPEN FOR SUBMISSION	DUE	STATUS
ECE Phase I FA25 - Intern Self-Assessments Academy for College and Career Exploration Placement ID: 7237166919	Required	04:50 PM 9/18/2025	Not Started
ECE Phase I FA25 - Mentor & Supervisor Academy for College and Career Exploration Placement ID: 7237166919	Required		Awaiting Assessment

4. Click on the activity labeled with “Intern” or “Intern Self-Assessments” which will then open the internship binder to view an overview of all assessments by role as well as a tab for your internship self-assessments. Click the “Intern Self-Assessment” tab and then scroll down through the page to complete the required assessments.

TITLE	OPEN FOR SUBMISSION	DUE	STATUS
ECE Phase I FA25 - Intern Self-Assessments Academy for College and Career Exploration Placement ID: 7237166919	Required	04:50 PM 9/18/2025	Not Started

ECE Phase I FA25 - Intern Self-Assessments

1. SLL Assessment O... 2. Intern Self-Assess...

Phase I Required SL&L Assessments (Intern)

Teacher Candidate (Intern)
Visit 1 --Sept--Informal meeting--No assessment
Visit 2 --Oct--Observation--No assessment
Visit 3 --Nov--Observation--No assessment
End of Phase I --Dec--Phase I STAR Reflection and Goal Setting + Attendance Tracker Upload

For the most up-to-date submission timeline, please refer to the **Internship Handbook**.

Note: Please be sure to click “Save” whenever you are done editing or are logging off/closing out of the system to avoid losing any data you may have entered.

End of Phase I Assessments

Phase I STAR Reflection and Goal Setting Form

5. Here is an example preview of what the intern STAR Reflection and Goals Setting form looks like on SL&L:

ECE Phase I FA25 - Intern Self-Assessments

1. SLL Assessment O...

2. Intern Self-Assess...

Phase I STAR Reflection and Goal Setting Form

Look over your STAR scores from your mentor and supervisor. Identify patterns around strengths and areas for growth and use that to articulate 3 goals for the upcoming assessment cycle. If it is the end of Phase 1, set goals for the start of Phase 2. If it is the midpoint of Phase 1, set goals for the end of Phase 2. And if it is the end of Phase 2, set goals for your next year of teaching.

Areas of Strength and Areas for Growth

After looking over your STAR feedback, what are some things that you seem to be doing well on based on mentor and supervisor scores and what are some places with lower scores that could be areas for potential focus and growth?

Describe 3 areas of strength.*

This text area requires a minimum of 10 words.

Describe 3 areas for growth.*

This text area requires a minimum of 10 words.

6. Be sure to regularly “Save” your responses each time you log in while you are still working to complete all required assessments to avoid losing any data.

(PLACEMENT ID: 6195734050)

SUBMIT

SAVE

CANCEL

Assessment Panel

7. Once you have completed all assessments at the end of each internship phase be sure to “Submit” your responses. Please note that you will not be able to edit your responses once you have submitted.

(PLACEMENT ID: 6195734050)

SUBMIT

SAVE

CANCEL

Assessment Panel

8. You can also click on the activity labeled with “*Mentor & Supervisor*” to see an overview of assessments your mentor and supervisor will complete respectively for the internship phase.

ECE Phase I FA25 - Mentor & Supervisor Required

Awaiting Assessment

Academy for College and Career Exploration
Placement ID: 7237166919

9. This will then open the mentor & supervisor internship activity to view an overview of all assessments by role, as well as a separate tab for each role you can click into. This is where you will see your mentor’s and supervisor’s feedback and assessment of your internship progress on SL&L once submitted.

ECE Phase I FA25 - Mentor & Supervisor

1. SLL Assessment O...

2. Mentor Assessme...

3. Supervisor Asses...

Overview of Phase I Required SL&L Assessments

ECE Phase I FA25 - Mentor & Supervisor

1. SLL Assessment O...

2. Mentor Assessme...

3. Supervisor Asses...

End of Phase I Assessments

Phase I STAR (Mentor)

Phase I STAR (Mentor)*

☐ Show All Standards and Outcomes

Total Score: 0/0 - 0.00% - Mean 0.00

ELEMENTS	NOVICE (1)	APPRENTICE-DEVELOPING (2)	ACCOMPLISHED CANDIDATE PRACTITIONER—TARGET LEVEL (3)	EXEMPLARY (4)
1.1-Learner growth and development	1 Point Candidate demonstrated a minimal understanding of child development.	2 Points Candidate demonstrated • an understanding of child development • but did not apply it to planning for instruction.	3 Points Candidate demonstrated • learner development through planned developmentally appropriate instruction • which addressed many of the individual learners' strengths, interests, and needs.	4 Points Candidate met all expectations in the accomplished practitioner- target level. As well as use • appropriate methods to evaluate the vast majority of students' skill levels of performance and • planned instruction accordingly.
1.2-Individual differences in readiness for instruction	1 Point Candidate made a minimal attempt to identify the specific areas of student readiness of whole class • cognitive, • linguistic, • social, • emotional, or • physical	2 Points Candidate identified, for a limited number of the students in the classroom, • cognitive, • linguistic, • social, • emotional, or • physical aspects of student readiness for learning.	3 Points Candidate identified, for most of the students in the classroom and for small groups of students, • cognitive, • linguistic, • social, • emotional, and • physical aspects of student readiness for learning.	4 Points Candidate identified, for the vast majority of the students in the classroom and for small groups of students, • cognitive, • linguistic, • social, • emotional, and • physical aspects of student readiness for learning.
1.3-Assess for learning needs and performance	1 Point Candidate demonstrated • unrealistic expectations for student performance.	2 Points Candidate did • limited checking for understanding to assess	3 Points Candidate regularly assessed • individual and group performance in order	4 Points Candidate • maintained and