



College of Education and Human Development

Early Childhood Education Program
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ECED 791 Internship in Early Childhood Special Education (1-6:1-6:0)
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Summer 2012

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Course Description

ECED 791: Enables students to participate full time in an internship in early childhood special education. Links university course work to real world of working with diverse young learners and their families.

Prerequisite(s): Admission to the Early Childhood Education program or approval of course instructor.

Notes: Students enroll in both infant/toddler (3 credits) and preschool (3 credits) internships.

EDSE 793: Supervised internships that apply university coursework to instruction of children and their families in school and community settings. Students enroll in both infant/toddler (3 credits) and pre-school (3credits) internships.

Prerequisite(s): Admission to the Early Childhood Special Education Certificate or permission of instructor; passing Praxis I and VCLA scores.

Nature of Internship Experiences

ECSE students enroll in two internships. One internship will be in an infant/toddler (ages 0-2) placement, and the other internship will be in a preschool (ages 3-5) setting. Each internship requires at least 225 hours and at least 150 hours of the two internships combined must involve direct teaching. During the internships, interns are required to work the teacher contract hours. Virginia Licensure Regulations for School Personnel (2007) stipulate that interns “must be in classrooms full time.” For detailed information about internship applications, procedures, and policies, go to <http://cehd.gmu.edu/teacher/intpract/>.

Placements

Interns will be placed by the Field Relations Support Specialist in all teaching internships unless an on-the-job internship has been approved. All teaching placements must be arranged through the Field Relations Support Specialist who works directly with the surrounding school districts to

set up appropriate internships. The ECE program at Mason currently has relationships with a variety of internship sites.

Interns will be assigned to work at sites under the mentorship of a cooperating professional (CP) and a university supervisor (US).

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements**General Requirements**

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
2. Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that students should not be penalized because of observances of their religious holidays, students shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the student's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Students must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only, but students must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.
5. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that students occasionally have serious problems that prevent work completion. If such a dilemma arises, students should speak to the instructor prior to the assignment due date (when possible). If the student does not communicate with the instructor, a late penalty will be applied.
6. Mason is an Honor Code university; please see the [Office for Academic Integrity](#) for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, students will perform that task. When students rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), students will ask for guidance and clarification.

Written Assignments

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support.

Students will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.

Grading Policy

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for

completion of the graduate degree.

Grading

The Graduate School of Education (GSE) has approved the following grading policy for ECED/EDSE internships:

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with Mason policy for internships.
2. Degrees of Satisfactory performance by an intern in Early Childhood Education will be documented on the Evaluation Profile by the CP and US.
3. The US shall determine the grade after consultation with CP. The US may also consult with the Academic Program Coordinator especially when the intern may receive a No Credit or In Progress grade.
4. Interns who receive a No Credit grade will not be recommended for teacher licensure unless they repeat all or part of the internship with satisfactory performance. This may require re-enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision.
5. Interns whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for interns upon completion of requirements – usually before the beginning of the next semester.
6. In some cases, a grade of No Credit may be accompanied by a recommendation that the student not be allowed to repeat the internship. In such cases, the intern will be counseled out of the licensure program, but not necessarily out of the program.

Submission of Performance-Based Assessment

This course has a Program Performance-Based Assessment (PBA) that **MUST** be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that NO final grades will be posted until all materials are on Task Stream.

Responsibilities

Student internships are regarded as a critical component of teacher education programs. The effectiveness of the internship experience depends upon the degree to which the whole team – **Student Intern, Cooperating Professional, University Supervisor, and Course Instructors** – fulfill their responsibilities and establish a good working relationship. Open communication is extremely important. The program considers the intern to be “a work in progress.”

Student Interns (interns)

The student internship is a time to focus on the art of teaching and working with diverse young children and their families under the guidance and support of practicing professionals. Student interns must remain flexible in adapting to differences in school cultures, teaching styles, supervisor philosophies, and individual child/family needs. In particular, interns should do the following:

- ✚ Demonstrate initiative, responsibility, and resourcefulness.
- ✚ Become reflective practitioners, learning from other professionals, diverse young children and their families, and their own experiences, including mistakes.
- ✚ Ask for help, advice, feedback – and act on it as appropriate.
- ✚ Write detailed plans for daily activities and review them with the CP.
- ✚ Demonstrate high standards of ethics and professionalism in interactions with colleagues, children, and families.
- ✚ Plan to videotape their teaching and interactions with children at least twice, more if possible, over the course of the two internships in order to engage in an in-depth analysis of their teaching practice.
- ✚ Be responsible for maintaining an Internship Notebook, which includes progress reports, an accurate log of hours, and other documentation requested by CP and US (see section on Internship Notebook for a detailed list of what should be included).
- ✚ Follow the schedule established by the CP and US during the semester.
- ✚ Share all syllabi with CP and plan for how assignments will be completed.
- ✚ Provide internship information to their CPs including the Internship Manual, CP Pay forms, and updated biographical information.

Cooperating Professional (CP)

Cooperating professionals (CPs) work in a variety of educational settings that serve culturally, linguistically, and ability diverse young children and their families. CPs have an important responsibility to be a mentor and instructor on issues specific to their workplace and the needs of the children and families that are served at that site. The intern benefits greatly from being able to learn from courses and apply the knowledge in the field. The program faculty believes that this integration of knowledge and classroom experience results in a better prepared and more confident educator, who is able to work in a multitude of settings and with diverse young children and their families. The CP, with the assistance of the university supervisor (US), must be willing to act as a mentor by providing support and guidance for the intern.

The following is a list of suggestions and responsibilities for the CP:

- ✚ Encourage student interns to find their own teaching style by permitting them to try their own techniques and approaches in order to learn from their successes and/or mistakes.
- ✚ Treat the intern as a colleague to increase the children and parents' level of acceptance. Confer regularly, especially about the rationale for educational decisions.
- ✚ Build confidence by having the intern gradually assume responsibility for guiding behavior and instruction. Be sure the intern is prepared to take full responsibility for all aspects of the educator's role for at least two weeks.
- ✚ Oversee intern's planning, monitor the intern's learning about the children and their families, and offer feedback on both.
- ✚ Review course syllabi for assignments and assist the intern in planning for site-related work.

- ✚ Conduct two formal observations, and write up observation reports to be shared with intern and US.
- ✚ Encourage reflection and self-analysis when giving feedback.
- ✚ Be open and honest about areas needing improvement; provide assistance as appropriate.
- ✚ Discuss any concerns or problems with the US on an on-going basis.
- ✚ Introduce the intern to the full range of your duties, to the available resources at the site, and to all appropriate staff.
- ✚ Complete weekly progress reports with the intern. The original should be given to the intern for inclusion in the notebook.
- ✚ Participate in two 3-way meetings with the intern and the US: one mid-point to discuss progress and one at the end of the internship to evaluate performance. Complete an evaluation profile as a team (Student Intern, Cooperating Professional, and University Supervisor).
- ✚ Provide the intern with a recommendation for employment, if warranted.
- ✚ Complete and return paperwork necessary to be reimbursed.

University Supervisors (US)

The University Supervisor (US) serves as a link between the school and Mason, providing support and guidance to both the student intern and the cooperating professional (CP). University supervisors (US) play a critical role in facilitating communication and in providing feedback, assistance, and evaluation for student interns. The following is a list of responsibilities for the US:

- ✚ Meet with the intern and CP to establish internship expectations, determine schedule, and review site-linked assignments. Clarify any questions or concerns about assignments with university faculty as soon as they come up.
- ✚ Be accessible to the intern and school or agency staff through regular visitations, email, and/or by phone.
- ✚ Encourage open communication and a collaborative approach to supporting and providing feedback to the intern.
- ✚ Provide guidance on policies and procedures for the internship. Check to ensure that they are followed.
- ✚ Conduct at least three formal observations for a three-credit internship. Follow each observation report with a conference to discuss the written report. Provide a copy of each observation report to the intern to be kept in the Internship Notebook. Include the reports in the intern's folder.
- ✚ Review copies of weekly progress reports and add to intern's folder.
- ✚ Guide development of teaching skills by promoting reflective practice through interactive supervision, reviewing the Internship Notebook, and encouraging self-analysis.

- ✚ Participate in ECE program staff meetings, when possible, and share major concerns or changes in a timely manner.
- ✚ Facilitate the record keeping and documentation necessary for program administration and licensure.
- ✚ Participate in two assessment meetings with the intern and the CP: one at mid-point to discuss progress and one at the end of the internship to evaluate performance. Complete an evaluation profile as a team (Student Intern, Cooperating Professional, and University Supervisor).
- ✚ Coordinate evaluation and grading of the intern's performance. At the end of the internship experience, evaluate the student's entries on the Task Stream system. If you are unfamiliar with Task Stream, visit www.taskstream.com and/or contact Emily Gibson at tshelp@gmu.edu
- ✚ Provide the intern with a recommendation for employment, if warranted.

Evaluation

The US will work with the CP and the intern to evaluate the intern's progress throughout the internship. Evaluation tools will include, but are not limited to, the following:

- ✚ Weekly progress reports completed by the intern and CP
- ✚ Formal observation reports (by the CP and the US)
- ✚ Mid-point and final evaluation forms
- ✚ *NCATE 4 (Infant-Toddler) and NCATE 5 (Preschool) Internship* scoring guides posted on TaskStream

THE SUPERVISION VISIT

The supervision visit is a critical part of the internship. It is important that the observation be carefully planned by the whole team. There will be no surprise formal observations. The purpose of the visit is not to pass judgment on the intern; rather, its purpose is to promote reflection and to set goals that support change where needed. There should be three scheduled formal observations for each three-credit internship. The mid-point three-way evaluation should take place with the intern, US, and CP about midway through the internship. The final three-way evaluation should take place at or near the end of the internship.

- ✚ Weekly Progress Reports are done by the intern and CP and should be turned in each time the US visits the site. Completing these forms and providing them to the CP on a **weekly** basis is the responsibility of the intern. The US must turn in completed and signed weekly progress reports when submitting the intern's final grade. These reports must be on record for a final grade to be posted.
- ✚ Copies of CP's observations should be emailed to the US after meeting with the intern but no later than the mid-point and final conferences. CPs may use the ECE observation form or any other observation format with which they are comfortable.

- ✚ Prior to a scheduled observation, the intern must contact the US, either by phone or email at least 24 hours in advance to confirm. Lesson plans should be emailed or faxed prior to the call or included as an attachment to the confirmation email. If emailing, the intern must allow enough time for the US to reply with questions and comments before the day of the visit.
- ✚ On the days the US visits, the intern should schedule a 30- to 45-minute lesson observation and time for a 30-minute post conference. After observing the lesson, the US will have a post conference to facilitate intern reflection on the lesson and discuss strengths, weaknesses and recommend strategies for improvement. The CP does not need to be present during the lesson, but should take responsibility for teaching the class during the post conference. Interns will receive a copy of the Observation Report for each observation.
- ✚ Interns are expected to have their reflective journals and their internship notebooks available at each observation. The notebook should include the log of hours to date, daily schedule, detailed lesson plans, and weekly progress reports to date (see detailed list in Internship Notebook section).
- ✚ Prior to the mid-point and final conferences, CPs and interns independently fill out the Internship Evaluation. The evaluations will then be shared and discussed during the conferences.
- ✚ All paperwork must be turned in at the final conference. This includes log sheets with hours totaled and verified by the CP, all weekly progress reports, and CP observations. Failure to do so may result in an “incomplete” grade for the internship.

Internship Notebook

The Internship Notebook contains information related to the internship and documentation that the intern has met aspects of the Council for Exceptional Children (CEC) standards. It is the program performance-based assessment for NCATE 4 and 5 Internship. It will contain the following types of information:

- ✚ Daily schedule and information about the school and classroom
- ✚ Log of hours
- ✚ Weekly progress reports signed by the intern and the CP, observation reports, and internship evaluations
- ✚ Notes taken by intern when observing
- ✚ Notes taken by intern when co-planning and co-teaching
- ✚ Plans, notes, and artifacts for conducting two-week thematic or project-based unit (preschool)
- ✚ Detailed lesson plans or home visit natural environment plans, notes, and artifacts
- ✚ Documentation of the effects of instruction on children’s learning
- ✚ Reflections on the instructional strategies’ delivery, child and family engagement, and child learning, using a provided framework.

- ✚ For the infant toddler internship, the documented interview of an early intervention service provider on transition planning and process.
- ✚ For the infant toddler internship, summary and reflection on the transition planning process
- ✚ For the infant toddler internship, completion of the four Principles and Practices of Early Intervention Modules: Requirements for Early Intervention Certification required by the Infant Toddler Connection of Virginia. These modules are available at <http://www.eitraining.vcu.edu/> Interns must complete and post their certificate of completion for the following modules: 1) Child Development, 2) Family Centered Practices, 3) Service Pathway, and 4) Practitioner Requirements. Interns may have completed the modules in previous coursework but must post certificate of completion for each of the four modules on TaskStream.
- ✚ Other relevant information

Lesson Plans

Interns will submit weekly lesson plans or home visit/natural environment plans to their CP for approval prior to teaching independently or conducting independent home or natural environment visits. More detailed daily plans using a format approved by the US will be filed in the internship notebook and will be readily accessible to the CP and US. Daily lesson plans will be provided to the CP and/or US prior to scheduled observations.

At a minimum, infant-toddler home visit/natural environment plans will include the following components:

[Note: The natural environment is the primary setting where the child spends the majority of the day. This may be at home, at a family child care provider home, at a child care center, or at an Early Head Start program. The University Supervisor and/or Cooperating Professional will provide further guidance in developing plans.]

1. General goals (consider family needs and priorities as well as individual child)
2. Learning objectives /IFSP goals (family and/or child based)
3. Context (natural environment location; use of other individuals present including other professionals, parents or guardians, siblings, etc.)
4. Materials
 - a. Materials used from the natural environment
 - b. Materials brought to supplement natural environment to enhance the activity/lesson
5. Procedures

Detailed steps including: introducing activity to family and child, how natural environment might be arranged, how materials will be presented, motivating activity, teacher directions, teaching strategies to be included in the activity, time frame, summary, transition, assessment method, follow-up
6. Adaptations

Specific adaptations for individual children as well as general adaptations to be implemented as needed, back-up plans if activity does not work, or if there are time issues or other unexpected conditions or events
7. Assessment of student learning

Consider authentic and standardized / formative and summative assessments

8. Activity / Lesson Effectiveness

Reflections on: best parts of lessons and interactions with family and child, what “felt” right; how goals/targeted skills were addressed, management, children’s interest, child and family reactions that provided information to you about the lesson, questions asked by family members that require follow-up

At a minimum, preschool lesson plans will include the following components:

1. General goals
2. Learning objectives / student objectives / guiding questions / standards / IEP goals
3. Classroom context (arrangement, grouping, use of other adults)
4. Materials
5. Procedures
Detailed steps including: how children might be arranged, how materials will be presented, opening or motivating activity, teacher directions, teaching strategies to be included in lesson/activity, time frame, summary, transition, assessment method, follow-up
6. Adaptations
Specific adaptations for individual children as well as general adaptations to be implemented as needed, back-up plans if activity does not work, weather considerations or time issues require a back-up/alternative plan
7. Assessment of student learning
Consider authentic and standardized / formative and summative assessments
8. Activity / Lesson Effectiveness
Reflections on: best parts of lessons, what “felt” right; how goals/targeted skills were addressed, management, children’s interest, which students were and were not engaged in activities and why, student reactions that provided information to you about the lesson

Reflective Journal

Interns will maintain a reflective journal throughout the internship. The journal may be electronic, handwritten, or a combination of both. Interns should make the journal available to the US either electronically before the visit or in a hard copy during visits. The intern will write and submit at least 4 reflections per semester including but not limited to the following:

- interactions and collaboration with families and other professionals
- helping families and children develop, maintain, and generalize skills across environments and setting
- facilitating instruction in a collaborative context
- modifying instructional plans
- personal and professional growth
- impact of attitudes, behaviors, and communicative styles
- serving as an instructional resource, etc.

- The intern will use the framework provided below that demonstrates critical reflection and includes the following:
 - *Observation and description of events*, including what happened, who was involved, setting and context
 - *Analysis and interpretation of daily events*, including a focus on one's own behavior, addressing such questions as the following: What do I need to better understand about my own behavior and the behavior of others? What attitudes and assumptions were present on my part and the part of others? As I look at the week, whose voices (children, staff, families) were heard? As I reflect on the week, whose voices might have been silenced and why? What theories and early childhood practices contribute to your analysis and interpretation?
 - *Insights and implications*, including discussion of what you have learned about yourself, your practice, and others: What are the implications of your actions on yourself, students, families and colleagues? How have insights changed you professionally?
 - *Projections and planning*, including discussion of future practice linked to analysis and implications: How will my analysis and interpretation of events impact my future behavior or thinking about early education? What was validated in my current practices? What will I change? How might these changes impact my instructional practices and student learning?

The intern will submit the four selected reflections to show evidence of professional growth at the end of the semester, and include a rationale for reflections selected. (i.e. Why did the intern choose to submit these particular reflections?)

Log of Hours

The Virginia application for teacher licensure requires reporting the amount of time spent in certain activities during the student internship. The Mason state-approved licensure program requires more than the state's minimum requirements. Interns are responsible for maintaining this record as part of the Internship Notebook. Interns should record hours on the Log of Hours sheet each day. At the end of the internship, the log must be verified by the CP and reviewed by the US. It is the intern's responsibility to ensure that the log is current and verified/reviewed.

Interns must document total number of hours spent on site in the following activities:

Direct Teaching – This includes both co-teaching and independent teaching. Co-teaching includes shared responsibility for planning, instruction, assessment, and student supervision. It may involve team teaching an entire class or working with individuals or small groups. Independent teaching includes full responsibility for supervising and teaching an entire preschool class or conducting a home visit/natural environment according to plans developed by the intern and approved by the CP. Interns must take full responsibility of the classroom for at least two full weeks during their preschool internship and take leadership on at least five home or natural environment visits for the infant toddler internship.

Preparation/Collaboration – This is time spent on site developing plans, preparing materials, working with specialists and other colleagues, and attending school staff meetings or professional development.

Observation/Assistance – This is time spent on site observing the CP and/or other teachers and specialists working with children. The intern may be called upon to assist with a learning activity but would have little or no responsibility for planning or leadership.

Family & Community Activities – This is time spent on site interacting with families and the community. Activities may include writing or calling families, parent conferences or informal meetings, Individual Education Plan (IEP), Individualized Family Service Plan (IFSP), and/or transition meetings, and attending site-based gatherings such as curriculum nights, family support meetings and/or other events.

Hours must be totaled by the Intern, verified and signed by the CP, and reviewed and signed by the US. During the last visit by the US, the intern must submit all totals, which may require estimating for the final days at the site. The US will transfer these totals onto the form and submit it with the intern's file.

Internship Policies

Attendance

During the internship, student interns are required to work the CP contract hours. Virginia Licensure Regulations for School Personnel (2007) stipulate that interns “must be in classrooms full time.” Interns should maintain the same schedule as the CP, with the contract day as the minimum but not the norm. Interns should coordinate with the CP a mutually beneficial time for co-planning, evaluation, and reflection. Interns should consult with ECE faculty to determine whether the Mason schedule or the school system holiday schedule will be followed. This will vary from semester to semester, depending on when scheduled breaks and holidays fall.

Absences

Student interns follow the site policy regarding notification of absences for illness. All other absences must be approved in advance by the CP and principal/director. The US must be notified of all absences within 24 hours. The log of hours should also show any absences. Time missed may need to be made up.

Substituting

Interns *are not* permitted to substitute during their internships.

Professional and Legal Responsibilities

Student interns are legally responsible for exercising “reasonable care” for students’ welfare and for complying with federal, state, and local policy regulations. This is best accomplished through careful study of the teacher/employee handbook for the center, agency, or school where the intern is assigned. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

Confidentiality of Records

School division and Mason policies regarding student records will be followed. An intern's evaluations may be shared with the CP, US, and responsible administrators until the US submits the intern's folder to the Office of Academic and Student Affairs (OASA). After that time, access will be in accordance with the Privacy Act. No materials will be released by OASA for employment purposes other than for verification of meeting licensure standards. In addition, all records of children and families that interns may have access to during internships, **MUST** be kept confidential.

Records Retention

Contents of cumulative folders will be retained for one year after completion of the internship. After that, the transcript and the Summary Form will be the only available record. Therefore, interns should keep their own copies of evaluations, observations, logs, summaries, and other records.

Professional Recommendations

Most prospective employers expect applicants to submit recommendations in some form from their CP and US. If a negative recommendation is warranted, the intern should be told.

ECE Assessment System

The ECE program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and is a state-approved program. As part of the accreditation requirements, ECE program faculty developed an assessment system that meets the NCATE requirements and provides evidence that teacher candidates have met the Council for Exceptional Children (CEC) standards.

The required NCATE assessments for this course are NCATE 4 (infant-toddler) and NCATE 5 (preschool) Internship (see below). To meet the requirements, interns must provide evidence in their Internship Notebooks that they have met the criteria for each of the identified standards. Interns will upload selected artifacts from the Internship Notebook at the completion of their internships. The selected artifacts should be representative of what is included in the Internship Notebook and should provide evidence of meeting the identified standards. For the full chart of NCATE Assessments, interns should refer to the Advising Information document, available at <http://gse.gmu.edu/programs/earlychildhood/resources/>.

Early Childhood Special Education NCATE Assessment 4 Internship ***Early Childhood Special Education Infant/Toddler Internship Notebook***

Early Childhood Special Education NCATE Assessment 4 Internship/Student Teaching is the Early Childhood Special Education Infant/Toddler Internship Notebook in ECED 791 Early Childhood Special Education Internship – Infant/Toddler. This assessment shows evidence of meeting CEC Standard Elements 4d, 5e, 7g, 7h, 9a, 9b, 9e, 10a, 10d, and 10f.

Assessment Overview

In this assessment, students will engage in collaborative practice, critical analysis, advocacy, and reflection in order to demonstrate their role as a professional educator and use developmentally effective approaches to connect with children and families. Students will do the following:

- Write and share weekly reflections using the framework provided that includes the following: a) observation and description, b) analysis and interpretation, c) insights and implications, d) projections and planning
- Develop a home visit/natural environment plan that integrates IFSP goals, family needs, information from informal and formal assessments, and developmentally appropriate practice
- Implement the home visit/natural environment plan and videotape (if possible) interactions and implementation of the plan
- Reflect on the instructional strategies, delivery, child and family engagement, and child learning using the framework provided
- Interview Early Intervention service personnel about the transition planning and process
- Participate collaboratively in the development of a transition plan
- Summarize and reflect upon the transition plan process
- Complete the Principles and Practices of Early Intervention Modules: Requirements for Early Intervention Certification offered by the state of Virginia

CEC Standard Elements Assessed

CEC 4d Development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan

CEC 5e Use of direct motivational and instructional interventions to teach children with ELN to respond effectively to current expectations

CEC 7g Facilitation of instructional planning in a collaborative context including the individuals with learning exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate

CEC 7h Development of individualized transition plans

CEC 9a Ethical, professional, and legal practice

CEC 9b Reflective practice that promotes professional growth and learning for self and others

CEC 9e Knowledge of own limits of practice

CEC 10a Collaboration with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways

CEC 10c Viewed as specialists by myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN

CEC 10d Instructional resource to others

CEC 10f Collaboration to develop plans for and facilitate successful transitions

Students will respond to each of the following steps and questions for the Early Childhood Special Education Infant/Toddler Internship Notebook.

Step One: Students will critically reflect on their practices as they work with infants and toddlers and their families as well as other professionals (*CEC 4d, 7g, 9b, 9e, 10a, 10c, 10d*). Students will do the following:

- Write and share weekly reflections including but not limited to the following:
 - a. interactions and collaborations with families and other professionals
 - b. helping families and children develop, maintain, and generalize skills across environments and settings
 - c. facilitating instruction in a collaborative context
 - d. modifying instructional plans
 - e. personal and professional growth
 - f. impact of attitudes, behaviors, and communicative styles
 - g. serving as an instructional resource
- Use the framework provided that demonstrates critical reflection (discussed further in the Internship Manual) and includes the following:
 - a. observation and description from each day
 - b. analysis and interpretation of daily events with a focus on one's own behavior, addressing such questions as the following: What do I need to better understand about my own behavior and the behavior of others? What attitudes and assumptions were present on my part and the part of others? As I look at the week, whose voices (children, staff, families) were heard? As I reflect on the week, whose voices might have been silenced and why?
 - c. insights and implications
 - d. projections and planning
- Provide selected reflections to submit as one document for evaluation at the end of the semester with a brief discussion as to how these particular submissions showed evidence of growth in the specific areas discussed above

Step Two: Students will implement a home visit / natural environment plan that integrates IFSP goals, family needs, information from informal and formal assessments, and developmentally appropriate practice (*CEC 5e, 7g, 9a, 9b, 9e, 10a, 10c, 10d*). Students will do the following:

- Develop a home visit / natural environment plan that integrates IFSP goals, family needs, information from informal and formal assessments, and developmentally appropriate practice
- Consider motivational and instructional strategies to engage the infant/toddler and his or her family, as well as modeling techniques, flexibility, and plan modifications during the home visit
- Refer to the Internship Manual for home visit guidelines consistent with Part C requirement in the state of Virginia and use the template for home visit planning provided that includes the following:
 - a. Formative assessment information of child
 - b. Knowledge of family and/or natural environment context
 - c. IFSP goals addressed
 - d. Procedures and activities
 - e. Available materials in the natural environment
 - f. Additional materials needed
 - g. Adaptations and accommodations
 - h. Evidence of child outcomes
 - i. Collaboration with related service or other agency personnel
- Implement the plan and videotape if possible
- Review the plan, activities, and interactions (and/or videotape if possible) with the cooperating professional and/or university supervisor and document feedback received:
 - a. Discuss motivational and instructional strategies to engage the infant/toddler and his or her family, as well as modeling techniques, flexibility, and plan modifications based on ongoing assessment that occurred during the home visit
 - b. Discuss how they collaborated with and included family members, related service personnel, and personnel from other community agencies in culturally responsive ways, and served as an early intervention / instructional resource
 - c. Discuss how their own attitudes, behaviors, and communication style affected their interactions and plan implementation with the child and family
 - d. Discuss how other's attitudes, behaviors, and communication styles influenced interactions and plan implementation
- Write a reflection of the experience using the framework provided and respond to the following:
 - a. Discuss how the home visit and practices used reflect principles of family-centered practices and cultural reciprocity
 - b. Discuss what changes they would make to modify and strengthen the home visit plan or better meet child and family needs based on observations and discussions with cooperating professional and/or university supervisor

- c. Discuss what they learned about the child and family's learning progress, how they learned it, and how that influenced their decision to make changes to the home visit plan
- d. Discuss the use of formal and informal assessments to guide not only instructional strategies but also the role of assessment in supporting changes to instructional plans and strategies
- e. Identify the next steps to promote child learning outcomes and support from family
- f. Discuss how their practices support legal, ethical, and professional requirements in the early intervention/early childhood special education field
- g. Discuss additional information needed to improve their home visit planning and resources for accessing that information

Step Three: Students will collaborate to develop plans for and facilitate successful transitions (*CEC 7h, 9a, 9b, 10f*). Students will do the following:

- Interview Early Intervention personnel about transitioning children and families from IDEA Part C to IDEA Part B services or out of the special education service system
- Participate in the development of a transition plan for a child and family exiting Part C services
- Share the transition plan components with their University Supervisor and discuss the process, questions, concerns, and legal responsibilities of service providers
- Write a paper that summarizes the collaborative interactions and activities that occurred between the family, Part C service providers, Part B service providers, and other community agencies to prepare for, support, and facilitate a successful transition out of the Early Intervention program and/or into Part B services
- Discuss what they might have done differently

Step Four: Students will complete the Principles and Practices of Early Intervention Modules: Requirements for Early Intervention Certification offered by the state of Virginia. (Students may have completed some of these modules in other courses.) Students will post their certificate of completion for each module on Task Stream. The four modules are available at <http://www.eitraining.vcu.edu/> and include the following:

- a. Child Development
- b. Family-Centered Practices
- c. Service Pathway
- d. Practitioner Requirements

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Special Education NCATE ASSESSMENT 4 Assessment of Internship/Student Teaching Early Childhood Special Education Infant/Toddler Internship Notebook ECED 791 Early Childhood Special Education Internship – Infant/Toddler				
CEC 4d Development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan	Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on infant/toddler internship observation evaluation report	Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on infant/toddler internship observation evaluation report	Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on infant/toddler internship evaluation report related to this standard element	Does not provide documented evidence and has rarely or no performance noted on infant/toddler internship evaluation report

<p>CEC 5e Use of direct motivational and instructional interventions to teach children with ELN to respond effectively to current expectations</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on infant/toddler internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on infant/toddler internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on infant/toddler internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on infant/toddler internship evaluation report</p>
<p>CEC 7d Explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on infant/toddler internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on infant/toddler internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on infant/toddler internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on infant/toddler internship evaluation report</p>

<p>CEC 7f Modification of instructional plans based on ongoing analysis of the individual's learning progress</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on infant/toddler internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on infant/toddler internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on infant/toddler internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on infant/toddler internship evaluation report</p>
<p>CEC 7g Facilitation of instructional planning in a collaborative context including the individuals with learning exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on infant/toddler internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on infant/toddler internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on infant/toddler internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on infant/toddler internship evaluation report</p>

CEC 7h Development of individualized transition plans	Provides a comprehensive transition plan identifying a variety of aspects that must be considered to effectively transition students	Provides an individualized transition plan identifying aspects that must be considered to effectively transition students	Provides a few comments about transitioning a child but no discussion about specific aspects that must be considered to effectively transition students	Does not provide a transition plan or identify aspects to consider to effectively transition students
CEC 9a Ethical, professional, and legal practice	Provides a thorough discussion evident in reflections and consistent performance noted on infant/toddler internship evaluation report and posted Certificate of Completion for four state Early Intervention modules	Provides evidence in reflections and consistent or frequent performance noted on infant/toddler internship evaluation report and posted Certificate of Completion for four state Early Intervention modules	Provides incomplete evidence in reflections and occasional or inconsistent performance noted on infant/toddler internship evaluation report and posted Certificate of Completion for three or less state Early Intervention modules	Provides no documented evidence and has rarely or no performance noted on infant/toddler internship evaluation report and did not post any Certificates of Completion for state Early Intervention modules
CEC 9b Reflective practice that promotes professional growth and learning for self and others	Provides a thorough discussion evident in reflections and consistent performance noted on infant/toddler internship evaluation report	Provides evidence in reflections and consistent or frequent performance noted on infant/toddler internship evaluation report	Provides incomplete evidence in reflections and occasional or inconsistent performance noted on infant/toddler internship evaluation report	Provides no documented evidence and has rarely or no performance noted on infant/toddler internship evaluation report
CEC 9e Knowledge of own limits of practice	Provides a thorough discussion evident in reflections and consistent performance noted on observation infant/toddler internship evaluation report	Provides evidence in reflections and consistent or frequent performance noted on infant/toddler internship evaluation report	Provides incomplete evidence in reflections and occasional or inconsistent performance noted on infant/toddler internship evaluation report	Provides no documented evidence and has rarely or no performance noted on infant/toddler internship evaluation report
CEC 10a Collaboration with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways	Provides thorough discussion evident in reflections, documentation of discussion with supervisor, and consistent performance of behavior noted on observation infant/toddler internship evaluation report	Provides evidence in reflections, documentation of discussion with supervisor, and consistent or frequent performance of behavior noted on infant/toddler internship evaluation report	Provides incomplete evidence in reflections, documentation of discussion with supervisor, and occasional or inconsistent performance of behavior noted on infant/toddler internship evaluation report	Does not provide evidence in reflections, documentation of discussion with supervisor, or has rarely or no performance noted on infant/toddler internship evaluation report

CEC 10c Viewed as specialists by myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN	Provides a thorough discussion evident in reflections and consistent performance noted on infant/toddler internship evaluation report	Provides evidence in reflections and consistent or frequent performance noted on infant/toddler internship evaluation report	Provides incomplete evidence in reflections and occasional or inconsistent performance noted on infant/toddler internship evaluation report	Does not provide documented evidence and has rarely or no performance noted on infant/toddler internship evaluation report
CEC 10d Instructional resource to others	Provides a thorough discussion evident in reflections and consistent performance noted on observation infant/toddler internship evaluation report	Provides evidence in reflections and consistent or frequent performance noted on infant/toddler internship evaluation report	Provides incomplete evidence in reflections and occasional or inconsistent performance noted on infant/toddler internship evaluation report	Does not provide documented evidence and has rarely or no performance noted on infant/toddler internship evaluation report
CEC 10f Collaboration to develop plans for and facilitate successful transitions	Provides a comprehensive description in paper that summarizes interview with Part C service provider and collaborative interactions	Provides a description in paper that summarizes interview with Part C service provider and collaborative interactions	Provides a minimal description in paper that summarizes interview with Part C service provider and collaborative interactions	Provides no documented evidence

Early Childhood Special Education NCATE Assessment 5 Effect on Student Learning

Early Childhood Special Education Preschool Internship Notebook

Early Childhood Special Education NCATE Assessment 5 Effect on Student Learning Assessment is the Early Childhood Special Education Preschool Internship Notebook and is in ECED 791 Early Childhood Special Education Internship – Preschool. This assessment shows evidence of meeting CEC Standard Elements 2d, 3d, 4c, 5d, 5f, 5g, 6b, 6d, 6e, 6f, 7d, and 7f.

Assessment Overview

In this assessment, students will engage in collaborative practice, critical analysis, and reflection to use developmentally effective approaches to connect with children and families and to have an effect on children's learning. Students will do the following:

- Develop a series of lesson plans that integrate Individual Education Program (IEP) goals, standards, information from informal and formal assessments, and developmentally appropriate practice
- Implement the instructional plans
- Document the effect of the instruction on children's learning
- Reflect on instructional strategies, delivery, child engagement, and child learning using the framework provided

CEC Standard Elements Assessed

CEC 2d Respond to varying abilities and behaviors of individuals with ELN

CEC 3d Learning differences and their possible interactions that provide the foundation for individualizing instruction to provide meaningful and challenging learning for individuals with ELN

CEC 4c Enhancement of critical thinking, problem solving, performance skills, self-awareness, self-management, self-control, self-reliance, and self-esteem

CEC 5d Resource to general education colleagues to integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions

CEC 5f Safe intervention in a crisis

CEC 5g Guidance and direction to paraeducators and others in the classroom

CEC 6b Use of individualized strategies to enhance language development and teach communication skills to individuals with ELN

CEC 6d Matching communication methods to an individual's language proficiency and cultural and linguistic differences

CEC 6e Providing effective language models

CEC 6f Use of communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English

CEC 7d Explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization

CEC 7f Modification of instructional plans based on ongoing analysis of the individual's learning progress

Students will respond to each of the following steps and questions for the Early Childhood Special Education Preschool Internship Notebook.

Step One: Students will develop instructional plans with the purpose of promoting children's learning and growth. Students will do the following:

- Develop a series of lesson plans that integrates IEP goals, standards, information from informal and formal assessments, and developmentally appropriate practice
- Refer to the internship manual for lesson plan guidelines and use the template provided that includes the following:
 - a. Formative assessment information of students
 - b. Curriculum standards addressed
 - c. IEP goals addressed
 - d. Description of the context for the lesson
 - e. Procedures
 - f. Materials
 - g. Home school connection
 - h. Differentiation
 - i. Adaptations and accommodations
 - j. Evidence of student outcomes
 - k. Use of paraeducators and related service personnel

Step Two: Students will design individual plans to support a child's social emotional development and/or behavior that can help the child successfully participate in the instructional plans (*CEC 5f, 5g*). Students will do the following:

- Describe the social-emotional and/or behavioral delays of the targeted child
- Consider potential behavior challenges and/or crisis and strategies or accommodations to safely intervene and to ensure successful participation and interaction for that child
- Discuss the role of the paraeducator, related service personnel, and families in supporting this individual plan

Step Three: Students will implement the instructional plans and reflect on the instruction with the cooperating professional and/or the university supervisor (*CEC 2d, 3d, 4c, 5d, 5e, 6b, 6d, 6e, 6f, 7d, and 7f*). Students will do the following as they implement the instructional plans:

- Consider learning differences, varying abilities, behaviors, and their interactions in their planning and how they might make changes to further support individualizing instruction to provide meaningful and challenging learning for the children
- Support and/or enhance children's critical thinking, problem-solving, and performance skills as well as self-awareness, self-management, self-control, self-reliance, and self-esteem

- Use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs
- Match communication methods to an individual's language proficiency and cultural and linguistic differences
- Provide effective language models
- Use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English
- Model and provide efficient guided practice strategies to support skill maintenance and generalization
- Document what children did and did not know and/or do as a result of the instruction using the following:
 - a. quantitative indicators (e.g., the percentage times the child uses past tense when appropriate during a certain period of time if that was a language goal being addressed) and/or
 - b. qualitative indicators (e.g., anecdotal notes of new vocabulary words learned)
- Modify instructional plans based on ongoing analysis of the individual's learning progress
- Reflect on the instruction with the cooperating professional and/or university supervisor and discuss how they incorporated the above strategies into their instruction and in what ways the instruction had an effect on children's learning
- Discuss how they served as a resource to general education colleagues to integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Special Education NCATE ASSESSMENT 5 Effect on Student Learning Early Childhood Special Education Preschool Internship Notebook ECED 791 Early Childhood Special Education Internship – Preschool				
CEC 2d Respond to varying abilities and behaviors of individuals with ELN	Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on preschool internship observation evaluation report	Provides evidence in weekly reflections; documentation in lesson plans: documentation of discussion with supervisor; and consistent or frequent performance noted on preschool internship evaluation report	Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on preschool internship evaluation report related to this standard element	Does not provide documented evidence and has rarely or no performance noted on preschool internship evaluation report

<p>CEC 3d Understanding of learning differences and their possible interactions that provide the foundation for individualizing instruction to provide meaningful and challenging learning for individuals with ELN</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on preschool internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on preschool internship evaluation report</p>
<p>CEC 4c Enhancement of critical thinking, problem solving, performance skills, self-awareness, self-management, self-control, self-reliance, and self-esteem</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on preschool internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on preschool internship evaluation report</p>

<p>CEC 5d Resource to general education colleagues to integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on preschool internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on preschool internship evaluation report</p>
<p>CEC 5f Safe intervention in a crisis</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on preschool internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on preschool internship evaluation report</p>

<p>CEC 5g Guidance and direction to paraeducators and others in the classroom</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on preschool internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on preschool internship evaluation report</p>
<p>CEC 6b Use of individualized strategies to enhance language development and teach communication skills to individuals with ELN</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on preschool internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on preschool internship evaluation report</p>

<p>CEC 6d Matching communication methods to an individual's language proficiency and cultural and linguistic differences</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on preschool internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on preschool internship evaluation report</p>
<p>CEC 6e Providing effective language models</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on preschool internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on preschool internship evaluation report</p>

<p>CEC 6f Use of communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on preschool internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on preschool internship evaluation report</p>
<p>CEC 7d Explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on preschool internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on preschool internship evaluation report</p>

<p>CEC 7f Modification of instructional plans based on ongoing analysis of the individual's learning progress</p>	<p>Provides a thorough discussion of this standard element evident in weekly reflections; documentation in lesson plans of the use of a variety of strategies focused on this standard element; documentation of thorough discussion with supervisor on how this standard element was applied; and consistent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides evidence in weekly reflections of addressing this standard element; documentation in lesson plans of addressing this standard element; documentation of discussion with supervisor about the ways this standard element was addressed; and consistent or frequent performance related to this standard element noted on preschool internship observation evaluation report</p>	<p>Provides incomplete evidence in weekly reflections, documentation of discussion with supervisor, and occasional or inconsistent performance noted on preschool internship evaluation report related to this standard element</p>	<p>Does not provide documented evidence and has rarely or no performance noted on preschool internship evaluation report</p>
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