



College of Education and Human Development

Early Childhood Education Program
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**ECED 795.001 Internship in Kindergarten-Third Grade (3:3:0)
Spring 2014
At Internship Site**

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Course Description

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

Nature of Course Delivery

Students enroll in an internship in a K-3 classroom. The K-3 internship will take place over an 8- to 10-week period. At least 75 hours 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 Clinical Practice Specialist in all teaching internships unless an on-the-job internship has been approved. All teaching placements must be arranged through the Clinical Practice 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://oai.gmu.edu/honor-code/>].
- 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/policies/responsible-use-of-computing/>].

- 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/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

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.

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

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 and/or online is important to students' learning; therefore, students are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe 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 and live online 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. 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. 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 formal written assignments 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://infoguides.gmu.edu/content.php?pid=39979>. 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.

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.

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.

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.

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 Internship* scoring guides (*K-3 internship*)

Internship Notebook

This is a program performance-based assessment.

The Internship Notebook contains information related to the internship and documentation that the intern has met aspects of the National Association for the Education of Young Children (NAEYC) standards. It is the program performance-based assessment for NCATE 4 Early Childhood K-3 Internship Documentation.

Lesson Plans

Interns will submit weekly lesson plans to their CP for approval prior to teaching independently. More detailed daily lesson plans using a lesson plan 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.

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.

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 may require 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.

Internship Policies

Attendance

During the internship, student 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." Interns should maintain the same schedule as the CP, with the contract day as the minimum but not the norm. 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. **Interns will take the school system spring break, not the Mason spring break.**

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.

Grading

The Graduate School of Education (GSE) has approved the following grading policy for ECED 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.

Schedule

A schedule of meetings and observations will be developed in collaboration with the intern, US, and CP.

Submission of Performance-Based Assessment

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment ***NCATE Assessment 4: Internship Early Childhood Education K-3 Internship*** to TaskStream (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

ECE Assessment System

The ECE program is accredited by the 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.

NCATE Assessment 4: Internship Early Childhood Education K-3 Internship Documentation

During the K-3 Internship, interns will upload specific evidence of meeting the following NAEYC standards addressed in NCATE Assessment 4 (K-3 Internship):

- Standard 4: Using Developmentally Appropriate Approaches to Connect With Children and Families
- Standard 5: Using Content Knowledge to Build Meaningful Curricula
- Standard 6: Becoming a Professional.

The NCATE Assessment 4 and scoring guide is attached and can be found on TaskStream at www.taskstream.com.

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

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

Assessment Overview

In this assessment, candidates 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. Candidates 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.
- 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.
- 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, and d) projections and planning.

CEC Standard Elements Assessed

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

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

CEC 7e 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 7f Development of individualized transition plans

CEC 9a Ethical, professional, and legal practice

CEC 9d Current with evidence-based practices

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

CEC 10b Is a resource to colleagues

CEC 10c Facilitate successful transitions of individuals with exceptional learning needs across settings and services through collaborative practices

Assessment Procedures

Candidates will provide documents that include four lesson plans spread across the internship, a transition planning paper, reflections, and performance evaluations.

Step One: Candidates will implement at least three natural environment plans that integrate IFSP goals, family needs, information from informal and formal assessments, and developmentally appropriate practice. Candidates will do the following:

- Develop a natural environment plan that integrates IFSP goals, family needs, information from informal and formal assessments, and developmentally appropriate practice. Candidates will include the following in the natural environment intervention plans:
 - a. Formative assessment information of child;
 - b. Description of family and/or natural environment context as well as information gained from professional colleagues and related service providers;
 - c. IFSP goals addressed;
 - d. Four focused skill areas for child and family;
 - e. Procedures, activities, and motivational and instructional strategies that will be used to develop and maintain focus skills for the child and family;
 - f. Available materials in the natural environment;
 - g. Additional materials needed;
 - h. Adaptations and accommodations;
 - i. Evidence of child outcomes;
 - j. Collaboration with related service or other agency personnel; and
 - k. Discussion of how skills can be generalized and maintained across environments, settings, and lifespan.
- Use 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.
- Implement the plan and videotape if possible. Review the University Supervisor's observation notes and performance evaluation. For the subsequent plan, highlight skills identified as needing improvement and integrate into the next plan.
- Write a reflection of the experience using the framework provided and respond to the following:
 - a. Summarize collaborative planning discussions held with the family, related service, or other agency personnel that integrates feedback from weekly cooperating professional observation checklists.
 - b. Discuss changes they would make to modify and strengthen the natural environment plan or better meet child and family needs using collaborative and culturally responsive practices 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. Identify the next steps and additional information needed to promote child learning outcomes referencing current evidence-based practices.
- e. Discuss how their practices support legal, ethical, and professional requirements in the early intervention/early childhood special education field.

Step Two: Candidates will collaborate with other professionals to develop plans for and facilitate successful transitions. Candidates will do the following:

- Interview Early Intervention personnel about transitioning children and families with ELN across settings and services.
- Participate in the development of a transition plan for a child and family.
- 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, service providers, and other community agencies to prepare for, support, and facilitate a successful transition.
- Discuss what they might have done differently.

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 Documentation 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	Identified more than four focus skills for child and family in the first natural environment plan; AND developed and implemented subsequent plans that further developed, maintained, and generalized those skills AND identified how skills can be generalized across environments, settings, and lifespan AND attained consistent performance noted on infant/toddler internship evaluation report	Identified four focus skills for child and family in the first natural environment plan AND developed and implemented subsequent plans that further developed, maintained, and generalized those skills AND identified how skills can be generalized across environments, settings, and lifespan AND attained consistent performance noted on infant/toddler internship evaluation report	Identified fewer than four focus skills for child and family in the first natural environment plan AND/OR developed and implemented subsequent plans that may or may not further develop, maintain, and generalize those skills AND/OR identified how skills can be generalized across environments, settings, and lifespan AND/OR attained adequate but not consistent performance noted on infant/toddler internship evaluation report	Did not identify focus skills for child and family in the first natural environment plan AND did not develop and implement subsequent plans that further developed, maintained, and generalized those skills AND did not identify how skills can be generalized across environments, settings, and lifespan AND attained inadequate or inconsistent performance noted on infant/toddler internship evaluation report

<p><u>CEC 5c</u> Use of direct motivational and instructional interventions to teach children with ELN to respond effectively to current expectations</p>	<p>Demonstrated consistent use of at least three motivational and instructional interventions as evidenced in observational records of the cooperating professional and university supervisor AND Identified at least three motivational and instructional strategies in the natural environment plan</p>	<p>Demonstrated consistent use of at least two motivational and instructional interventions as evidenced in observational records of the cooperating professional and university supervisor AND Identified at least two motivational and instructional strategies in the natural environment plan</p>	<p>Demonstrated frequent use of fewer than two motivational and instructional interventions as evidenced in observational records of the cooperating professional and university supervisor OR Identified fewer than two motivational and instructional strategies in the natural environment plan</p>	<p>Demonstrated rare or no use of motivational and instructional interventions as evidenced in observational records of the cooperating professional and university supervisor AND Identified fewer than two motivational and instructional strategies are identified in the natural environment plan</p>
<p><u>CEC 7e</u> 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>Consistently facilitated the instructional plan with the child and family AND worked collaboratively with other professionals providing services to the child and family as evident in observations and recorded evaluations AND showed evidence of collaboration with other professionals</p>	<p>Consistently facilitated instructional plan with the child and family AND worked collaboratively with other professionals providing services to the child and family as evident in observations and recorded evaluations OR showed evidence of collaboration with other professionals</p>	<p>Facilitated instructional plan with the child and family OR worked collaboratively with other professionals providing services to the child and family as evident in observations and recorded evaluations OR showed evidence of collaboration with other professionals</p>	<p>Did not facilitate instructional plan with the child and family NOR worked collaboratively with other professionals providing services to the child and family as evident in observations and recorded evaluations NOR showed evidence of collaboration with other professionals</p>
<p><u>CEC 7f</u> Development of individualized transition plans</p>	<p>Provided an individualized transition plan identifying all aspects that must be considered to effectively transition students AND provided evidence of participation in transition planning meetings</p>	<p>Provided an individualized transition plan identifying aspects that must be considered to effectively transition students</p>	<p>Provided an incomplete individualized transition plan OR did not identify aspects that must be considered to effectively transition students</p>	<p>Did not provide a transition plan or identify aspects to consider to effectively transition students</p>

<p><u>CEC 9a</u> Ethical, professional, and legal practice</p>	<p>Demonstrated consistent ethical, professional, and legal practice as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (displays consistent use in more than 100% of evaluative criteria) AND provided evidence in reflective papers</p>	<p>Demonstrated consistent ethical, professional, and legal practice as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (displays consistent use in 90% of the evaluative criteria)</p>	<p>Demonstrated frequent ethical, professional, and legal practice as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (displays frequent use in 80% of the evaluative criteria)</p>	<p>Rarely or did not demonstrate ethical, professional, and legal practice as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (rarely or does not display use based on evaluative criteria)</p>
<p><u>CEC 9d</u> Current with evidence-based practices</p>	<p>Demonstrated consistent use of current evidence-based practices as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (must be consistent 100% of evaluative criteria) AND provided evidence in reflective papers</p>	<p>Demonstrated consistent use of current evidence-based practices as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (must be consistent in more than 90% of evaluative criteria)</p>	<p>Demonstrated frequent use of current evidence-based practices as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (must display frequent use in 80% of evaluative criteria)</p>	<p>Demonstrated rare or no use of current evidence-based practices as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (rare or no use in 80% of evaluative criteria)</p>
<p><u>CEC 10a</u> Collaboration with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways</p>	<p>Demonstrated consistent collaboration as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (displays consistent collaboration in 100% of evaluative criteria) AND provided evidence in reflective papers</p>	<p>Demonstrated consistent collaboration as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (displays consistent collaboration in 90% of evaluative criteria)</p>	<p>Demonstrated frequent collaboration as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (displays frequent collaboration in 80% of evaluative criteria)</p>	<p>Demonstrated rare or no collaboration as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (rare or no collaboration in 80% of evaluative criteria)</p>

<p><u>CEC 10b</u> Is a resource to colleagues</p>	<p>Served as a resource by sharing information and knowledge, holding meetings, or delivering workshops as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (must be consistent 100% of evaluative criteria) AND provided evidence in reflective papers</p>	<p>Served as a resource by sharing information and knowledge as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (must be consistent in 90% of evaluative criteria)</p>	<p>Served as a resource by sharing information and knowledge as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (must display frequent service as a resource in 80% of evaluative criteria)</p>	<p>Did not serve as a resource by sharing information or knowledge as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation (rarely or does not share information or knowledge for 80% of evaluative criteria)</p>
<p><u>CEC 10c</u> Facilitate successful transitions of individuals with exceptional learning needs across settings and services through collaborative practices</p>	<p>Participated in development of a transition plan AND discussed the process, questions, concerns, and legal responsibilities of service providers AND summarized and discussed the collaborative interactions necessary for successful transitions AND engaged in additional transition support activities (such as classroom visits, etc.) as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation</p>	<p>Participated in development of a transition plan AND discussed the process, questions, concerns, and legal responsibilities of service providers AND summarized and discussed the collaborative interactions necessary for successful transitions as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation</p>	<p>Participated in development of a transition plan OR discussed the process, questions, concerns, and legal responsibilities of service providers OR summarized and discussed the collaborative interactions necessary for successful transitions as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation</p>	<p>Did not participate in development of a transition plan NOR discussed the process, questions, concerns, and legal responsibilities of service providers NOR summarized and discussed the collaborative interactions necessary for successful transitions as evidenced in observational records of the cooperating professional and university supervisor and internship evaluation</p>