



## College of Education and Human Development

Early Childhood Education Program  
4400 University Drive, MS 4C2, Fairfax, Virginia 22030  
Phone: 703-993-3844; Fax: 703-993-4370; email: [earlyed@gmu.edu](mailto:earlyed@gmu.edu)  
<https://gse.gmu.edu/programs/earlychildhood/>

### **ECED 793.001 Internship in Preschool Early Childhood Special Education (3:3:0)**

#### **Spring 2014 Internship Site**

**University Supervisor: Linda Shilts**

**Office hours: by appointment**

**Email address:** [lshilts@gmu.edu](mailto:lshilts@gmu.edu)

#### **Course Description**

Enables students to participate full time in a preschool 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 ECSE Licensure Graduate Certificate program with all testing requirements met

#### **Nature of Internship Experiences**

Students enroll an internship with diverse infants/toddlers (ages 0-2) setting. The internship takes place over an 8- to 10-week period. At least 75 hours must involve direct teaching. During the internship, 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 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. 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://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.

### ***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 5 Effect on Student Learning

### ***Internship Notebook***

#### ***This is a program performance-based assessment.***

The Early Childhood Special Education Preschool Internship Documentation Notebook contains information related to the internship and documentation that the intern has met aspects of the Council of Exceptional Children standards (CEC). It is the program performance-based assessment for NCATE 5 Effect on Student Learning Assessment.

### ***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 5 Effect on Student Learning*** 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 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 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 is the *NCATE 5 Internship in Preschool Early Childhood Special Education*.

To meet the requirements, interns must provide evidence in their Internship Documentation that they have met the criteria for each of the identified standards. Interns will upload selected artifacts from the Internship Documentation at the completion of their internship. The selected artifacts should be representative of what is included in the Internship Documentation 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/>.

## **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 5 Effect on Student Learning Assessment:** Interns will upload specific evidence of meeting the following CEC standards addressed in NCATE Assessment 5 Effect on Student Learning.

### **CEC Standard Elements Assessed**

*CEC 2d Use their understanding of human development to respond to varying abilities and behaviors of individuals with ELN*

*CEC 3c Identify specific IEP goals and learning differences as the foundation for individualizing instruction*

*CEC 4b Selection, adaptation, and use of evidence-based instructional strategies to promote positive learning results in general and special curricula and modification of learning environments for individuals with ELN*

CEC 4c Enhancement of critical thinking, problem solving, and performance skills of individuals with ELN

CEC 5b Help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions

CEC 5d Safely intervene with individuals with ELN in crisis when necessary

CEC 5e 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 Provide effective language models

CEC 6e Facilitate understanding of subject matter for individuals with ELN whose primary language is not English

CEC 7c Instructional plans emphasize explicit modeling and efficient guided practice

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

CEC 7g Comfortably use appropriate technologies to support instructional planning and individualized instruction

CEC 9b Regularly reflect on and adjust practice based on learned experiences, current research and evidence-based practices to be a lifelong learner

The NCATE Assessment 5 and scoring guide is attached and can be found on TaskStream at [www.taskstream.com](http://www.taskstream.com).

## **Early Childhood Special Education NCATE Assessment 5 Effect on Student Learning**

### ***Early Childhood Special Education Preschool Internship Documentation***

Early Childhood Special Education NCATE Assessment 5 Effect on Student Learning Assessment is the Early Childhood Special Education Preschool Internship Documentation and is in ECED 791 Early Childhood Special Education Internship – Preschool. This assessment shows evidence of meeting CEC Standard Elements 2d, 3c, 4b, 4c, 5b, 5d, 5e, 6b, 6d, 6e, 7c, 7d, 7g, and 9b.

### **Assessment Overview**

In this assessment, candidates 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. Candidates 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 *Use their understanding of human development to respond to varying abilities and behaviors of individuals with ELN*

CEC 3c *Identify specific IEP goals and learning differences as the foundation for individualizing instruction*

CEC 4b *Selection, adaptation, and use of evidence-based instructional strategies to promote positive learning results in general and special curricula and modification of learning environments for individuals with ELN*

CEC 4c *Enhancement of critical thinking, problem solving, and performance skills of individuals with ELN*

CEC 5b *Help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions*

CEC 5d *Safely intervene with individuals with ELN in crisis when necessary*

CEC 5e *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 *Provide effective language models*

CEC 6e *Facilitate understanding of subject matter for individuals with ELN whose primary language is not English*

CEC 7c *Instructional plans emphasize explicit modeling and efficient guided practice*

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

*CEC 7g Comfortably use appropriate technologies to support instructional planning and individualized instruction*

*CEC 9b Regularly reflect on and adjust practice based on learned experiences, current research and evidence-based practices to be a lifelong learner*

### **Assessment Procedures**

Candidates will provide documents that include four instructional lesson plans developed throughout the internship, an individual plan to support a child's social-emotional development and/or behavior, reflections, and performance evaluations.

**Step One:** Candidates will develop at least four instructional lesson plans with the purpose of promoting children's learning and growth. Candidates will do the following:

- Develop a series of lesson plans that integrates IEP goals, information from informal and formal assessments, and developmentally appropriate practice.
- Include the following in the lesson plans:
  - a. Formative assessment information of students;
  - b. IEP goals addressed;
  - c. Description of the context for the lesson;
  - d. Materials, including description of technology to be used;
  - e. Procedures and instructional strategies to promote positive learning results in general and special education curricula that include the following:
    - Differentiation,
    - Modifications to learning environment,
    - Adaptations and accommodations, and
    - Explicit modeling and efficient guided practice;
  - f. Home school connection;
  - g. Evidence of outcomes; and
  - h. Use of paraeducators and related service personnel.

**Step Two:** Candidates 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. Candidates will do the following:

- Describe the social-emotional and/or behavioral delays of the targeted child based on their understanding of human development.
- Consider potential behavior challenges and/or crisis and identify two 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:** Candidates will implement the instructional plans and reflect on the instruction with the cooperating professional and/or the university supervisor. Candidates will do the following as they implement the instructional lesson 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.
- Use their knowledge of cognitive, fine motor, gross motor, social-emotional, and language development to respond to the varying abilities and behaviors of individuals with exceptional learning needs.
- 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 of 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 as well as practices based on current research and evidence-based strategies.
- Identify current research and evidence-based practices integrated into instructional plans and implementation throughout the internship.
- 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.

<b>ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC Standards)</b>	<b>Assessment Measure Descriptions</b>			
	<b>Exceeds Criteria</b>	<b>Meets Criteria</b>	<b>Partially Meets Criteria</b>	<b>No Evidence</b>
<b>Early Childhood Special Education NCATE ASSESSMENT 5 Effect on Student Learning</b>				
<b>Early Childhood Special Education Preschool Internship Documentation ECED 791 Early Childhood Special Education Internship – Preschool</b>				
CEC 2d Use their understanding of human development to respond to varying abilities and behaviors of individuals with ELN	Demonstrated consistent understanding of human development to respond to abilities and behaviors of individuals as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent use in 100% of evaluative criteria)	Demonstrated consistent understanding of human development to respond to abilities and behaviors of individuals as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent use in 90% of evaluative criteria)	Demonstrated frequent understanding of human development to respond to abilities and behaviors of individuals as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed frequent use in 80% of evaluative criteria)	Demonstrated rare or no understanding of human development to respond to abilities and behaviors of individuals as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed rare or no use in 80% of evaluative criteria)
CEC 3c Identify specific IEP goals and learning differences as the foundation for individualizing instruction	Identified more than two IEP goals in each lesson plan for each child receiving special education services	Identified two IEP goals in each lesson plan for the focused children receiving special education services	Identified fewer than two IEP goals in each lesson plan for the focused children receiving special education services	Did not identify IEP goals for children receiving special education services

<p>CEC 4b Select, adapt, and use instructional strategies to promote positive learning results in general and special curricula and modify learning environment for individuals with ELN</p>	<p>Demonstrated consistent use of instructional strategies that promote positive learning results AND modified learning environment as needed for focused children receiving special education services as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent use in 100% of evaluative criteria)</p>	<p>Demonstrated consistent use of instructional strategies that promote positive learning results AND modified learning environment as needed for focused children receiving special education services as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent or frequent use in 90% of evaluative criteria)</p>	<p>Demonstrated frequent use of instructional strategies that promote positive learning results OR modified learning environment as needed for focused children receiving special education services as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed frequent use in 80% of evaluative criteria)</p>	<p>Demonstrated rare or no use of instructional strategies that promote positive learning results OR did not modify learning environment as needed for focused children receiving special education services as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed rare or no use in 80% of evaluative criteria)</p>
<p>CEC 4c Enhancement of critical thinking, problem solving, and performance skills of individuals with ELN</p>	<p>Demonstrated consistent practices that enhance critical thinking, problem solving, and performance skills of individuals with ELN as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent practice in 100% of evaluative criteria)</p>	<p>Demonstrated consistent practices that enhance critical thinking, problem solving, and performance skills of individuals with ELN as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent practice in 90% of evaluative criteria)</p>	<p>Demonstrated frequent practices that enhance critical thinking, problem solving and performance skills of individuals with ELN as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed occasional practice in 80% of evaluative criteria)</p>	<p>Demonstrated rare or no practices that enhance critical thinking, problem solving and performance skills of individuals with ELN as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed rare or no-practice in 80% of evaluative criteria)</p>

CEC 5b Help their general education colleagues to integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions	Provided consistent evidence of helping general education colleagues to integrate individuals with ELN and engage them in meaningful learning activities and interactions as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent evidence in 100% of evaluative criteria)	Provided consistent evidence of helping general education colleagues to integrate individuals with ELN and engage them in meaningful learning activities and interactions as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent evidence practice in 90% of evaluative criteria)	Provided frequent evidence of helping general education colleagues to integrate individuals with ELN and engage them in meaningful learning activities and interactions as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed frequent evidence in 80% of evaluative criteria)	Provided rare or no evidence of helping general education colleagues to integrate individuals with ELN and engage them in meaningful learning activities and interactions as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed rare or no evidence in 80% of evaluative criteria)
CEC 5d Safely intervene with individuals with ELN in crisis when necessary	Identified more than two strategies or accommodations to safely intervene with individuals with ELN in crisis	Identified two strategies or accommodations to safely intervene with individuals with ELN in crisis	Identified one strategy or accommodations to safely intervene with individuals with ELN in crisis	Did not identify strategies or accommodations to safely intervene with individuals with ELN in crisis

CEC 5e Guidance and direction to paraeducators and others in the classroom	Provided consistent guidance to paraeducators and others in the classroom as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent guidance in 100% of evaluative criteria)	Provided consistent guidance to paraeducators and others in the classroom as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent guidance in 90% of evaluative criteria)	Provided frequent guidance to paraeducators and others in the classroom as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed frequent guidance in 80% of evaluative criteria)	Provided rare or no guidance to paraeducators and others in the classroom as evidenced in observational records of cooperating professional and university supervisor; and internship evaluation (displayed rare or no guidance in 80% of evaluative criteria)
CEC 6b Use of individualized strategies to enhance language development and teach communication skills to individuals with ELN	Displayed consistent use of individualized strategies to enhance language development and teach communication skills to individuals with ELN as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent use in 100% of evaluative criteria)	Displayed consistent use of individualized strategies to enhance language development and teach communication skills to individuals with ELN as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent use in 90% of evaluative criteria)	Displayed frequent use of individualized strategies to enhance language development and teach communication skills to individuals with ELN as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed frequent use in 80% of evaluative criteria)	Displayed rare or no use of individualized strategies to enhance language development and teach communication skills to individuals with ELN as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed rare or no use in 80% of evaluative criteria)

CEC 6d Provide effective language models	Provided consistent effective language models as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent provision in 100% of evaluative criteria)	Provided consistent effective language models as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent provision in 90% of evaluative criteria)	Provided frequent effective language models as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed frequent provision in 80% of evaluative criteria)	Provided rare or no effective language models as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed rare or no-provision in 80% of evaluative criteria)
CEC 6e Facilitate understanding of subject matter for individuals with ELN whose primary language is not English	Consistently facilitated understanding of subject matter for individuals with ELN whose primary language is not English as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent facilitation in 100% of evaluative criteria)	Consistently facilitated understanding of subject matter for individuals with ELN whose primary language is not English as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent or frequent facilitation in 90% of evaluative criteria)	Frequently facilitated understanding of subject matter for individuals with ELN whose primary language is not English as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed frequent facilitation in 80% of evaluative criteria)	Rarely or did not facilitate understanding of subject matter for individuals with ELN whose primary language is not English as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed rare or no facilitation in 80% of evaluative criteria)
CEC 7c Instructional plans emphasize explicit modeling and efficient guided practice	Instructional plans consistently described the modeling and efficient guidance provided for each activity in every lesson plan	Instructional plans consistently described the modeling and efficient guided practice provided in all four lesson plans	Instructional plans frequently described modeling and efficient guided practice in fewer than four lesson plants	Instructional plans did not describe modeling and efficient guided practice

CEC 7d Modification of instructional plans based on ongoing analysis of the individual's learning progress	Consistently modified instructional plans based on ongoing analysis of the individual's learning progress as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent modification in 100% of evaluative criteria)	Consistently modified instructional plans based on ongoing analysis of the individual's learning progress as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent modification in 90% of evaluative criteria)	Frequently modified instructional plans based on ongoing analysis of the individual's learning progress as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed frequent modification in 80% of evaluative criteria)	Rarely or did not modify instructional plans based on ongoing analysis of the individual's learning progress as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed rare or no modification in 80% of evaluative criteria)
CEC 7g Comfortably use appropriate technologies to support instructional planning and individualized instruction	Consistently and comfortably used appropriate technologies to support instructional planning and individualized instruction as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent use in 100% of evaluative criteria)	Consistently and comfortably used appropriate technologies to support instructional planning and individualized instruction as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed consistent use in 90% of evaluative criteria)	Frequently used appropriate technologies to support instructional planning and individualized instruction as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed frequent use in 80% of evaluative criteria)	Rarely or did not use appropriate technologies to support instructional planning and individualized instruction as evidenced in observational records of cooperating professional and university supervisor and internship evaluation (displayed rare or no use in 80% of evaluative criteria)

CEC 9b Regularly reflect on and adjust their practice based on learned experiences, current research, and evidence-based practices to be a lifelong learner	Identified more than three evidence-based strategies they researched and integrated into instructional plans and implementation	Identified three evidence-based strategies they researched and integrated into instructional plans and implementation	Identified one or two evidence-based strategies they researched and integrated into instructional plans and implementation	Did not identify evidence-based strategies they researched and integrated into instructional plans and implementation
---	---	---	--	---