



College of Education and Human Development

Early Childhood Education Program
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<https://gse.gmu.edu/programs/earlychildhood/>

ECED 790.001 Internship in Early Childhood Education (3:3:0)
Fall 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.

Prerequisite(s): Admission to the Early Childhood Education Prekindergarten - Third Grade Licensure Graduate Certificate Program. All endorsement and standardized test requirements (Praxis Core Academics Skills for Educators or qualifying substitution, Praxis II, and Virginia Communication and Literacy Assessment) must be met the semester prior to the internship.

Nature of Course Delivery

Students enroll in an internship in a preschool classroom. The preschool internship will take place over 8 weeks. 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/>.

Students attend three, one-hour seminars at George Mason University on September 22nd, October 14th, and December 8th. Seminar sessions will provide information, as well as opportunities for discussion among interns and university supervisors.

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/the-mason-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
-  CAEP 4 Early Childhood Education Preschool Internship Home Visit and Lesson Plan scoring guides (*Preschool 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 CAEP 4 Early Childhood Education Preschool Internship Home Visit and Lesson Plan.

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 ***CAEP 4: Early Childhood Education Preschool Internship Home Visit and Lesson Plan*** 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 CAEP and is a state-approved program. As part of the accreditation requirements, ECE program faculty developed an assessment system that meets the CAEP requirements.

CAEP Assessment 4: Early Childhood Education Preschool Internship Home Visit and Lesson Plan

During the Preschool Internship, interns will upload specific evidence of meeting the following NAEYC Standards addressed in CAEP Assessment 4: *Early Childhood Education Preschool Internship Home Visit and Lesson Plan*:

- Standard 2: Building Family and Community Relationships
- Standard 6: Becoming a Professional

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

Early Childhood Education
CAEP Assessment 4
Clinical Practice
Early Childhood Education Preschool Internship Home Visit and Lesson Plan

ECE CAEP Assessment 4 Early Childhood Education Preschool Internship Home Visit and Lesson Plan is implemented in ECED 790 Internship in Early Childhood Education – Preschool for PK-3 students or in ECED 793 Internship in Preschool Early Childhood Special Education. ECED 504 Families, Communities, and Schools will be taken prior to or concurrently with the internship and will provide knowledge to support the successful completion of the assessment. This assessment shows evidence of meeting NAEYC Standard Elements 2a, 2b, 2c, and 6b and CEC Standard Elements 3.2, 5.2, 5.4, 5.6, 5.7, 6.1, 6.6, and 7.1.

Candidates in the ECE PK3 Licensure Graduate Certificate must show proficiency in meeting the NAEYC standard elements. Candidate in the ECSE Licensure Graduate Certificate must show proficiency in meeting the CEC standard elements. Candidates in the Dual Licensure ECE PK-3 and ECSE Graduate Certificate must show proficiency in meeting the NAEYC and the CEC standard elements.

Assessment Overview

In this assessment, candidates will engage in collaborative practice to develop culturally appropriate family-professional partnerships to benefit children from diverse cultural and linguistic backgrounds and children with exceptional learning needs to create a learning environment that is supportive and challenging. They will do the following:

- Select a focal child and family whose social-cultural context is different from their own and whose perspective on early childhood education and parenting is likely to be different.
- Develop a Home Visit Questionnaire to assist in engaging with the family member(s) in his/her/their home or home-like setting of the family member's choice.
- Conduct a home visit in the family's environment to gain an understanding of the family's culture and to observe and experience the focal child's home environment.
- Develop an individual storybook or e-book for the child that reflects what was learned about the child and family during the home visit. This story will help the child and family as they either transition into pre-K (fall internship) or kindergarten (spring internship).
- Develop multiple lesson plans that develop children's critical thinking and problem solving skills, as well as language development and communication skills. At least one of these lesson plans should be explicitly informed by information learned and observed through the home visits.
- Observe, document, and assess children's engagement and learning in the lesson using technologies to support this work.

NAEYC Standard Elements Assessed

NAEYC 2a Knowing about and understanding diverse family and community characteristics

NAEYC 2b Supporting and engaging families and community through respectful, reciprocal relationships

NAEYC 2c Involving families and communities in their children's development and learning

NAEYC 6b Knowing about and upholding ethical standards and other early childhood professional guidelines.

CEC Standard Elements Assessed

CEC 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

CEC 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

CEC 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.

CEC 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

CEC 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

CEC 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

CEC 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

CEC 7.1 Beginning special education professionals use the theory and elements of effective collaboration.

Assessment Procedures

Candidates will prepare for and conduct a home visit in steps 1 and 2. In steps 3 and 4, they will use information gathered during the home visit to create a storybook and a lesson plan for the child.

Step One: Develop a Home Visit Questionnaire (NAEYC 2b, 6b).

Candidates will do the following:

- Select a child and family for the home visit.
- Develop a series of guiding questions to elicit important information regarding this child and their family. These questions should focus on the following:
 - Understanding the child’s experiences, likes, and dislikes;
 - Gathering the family’s goals for the child;
 - Learning about the family’s experiences and background; and
 - Building a partnership between the family and school.

Step Two: Conduct Home Visit (NAEYC 2a, 2b, 2c, 6b, CEC 6.1, 7.1).

Candidates will do the following:

- Conduct a home visit in the family’s cultural environment to gain an understanding of the family’s culture and to observe and experience various parenting styles.
- Write a reflection of the experience and include responses to the following:
 - How did you establish a relationship with the child’s family? What approaches did you

take to better understand the child's family, their community, life experiences, values, and culture?

- What did you learn about the family's developmental goals for the child?
- What did you learn about the child's family and community that might impact the child's development and learning? What did you learn that surprised you or challenged your assumptions about the family's struggles and/or experiences?
- How you might inform other adults in the classroom, including paraeducators, tutors, and volunteers, about unique insights you gained about the child and their family through conducting this home visit?

Step Three: Create a Personalized Story or e-Book for the Child (NAEYC 2c).

Candidates will do the following:

- Create a story for the child that helps connect his/her home to school to facilitate his/her transition into the pre-K program (fall internship) or kindergarten (spring internship):
 - ⊖ Use information gathered during the home visit to bridge the child's home environment with the school's environment.
 - Focus on aspects of home and school that are similar to help the child successfully transition into pre-K (fall internship) or kindergarten (spring internship).

Step Four: Develop Lesson Plans with Assessment (NAEYC 2a, 2c, 3c, 6b, CEC 3.2, 5.2, 5.4, 5.6, 5.7, 6.6).

Candidates will do the following:

- Develop lesson plans (minimum of 3) that will be implemented during the internship.
- At least one lesson plan should connect information learned through the home visit to the child's experiences in school.
- At least one lesson plan should include strategies for developing critical thinking and problem solving skills in the children.
- At least one lesson plan should enhance and develop children's language development and communication skills.
- Use technologies to observe, document, and assess children's engagement and learning progress in the lessons.
- Respond to the following:
 - Based on your observations and interactions with the child and his/her family, what are two areas of development for the child with whom you conducted a home visit? How is this informed not only by your observations of the child and family, but also of theory?
 - How will you address these developmental needs? Describe short-and long-term actions to help the child meet each of the two goals you have selected. Specifically indicate and describe how you will use technologies to support instructional assessment, planning, and delivery.
 - What observation, documentation, and assessment strategies and tools were used to better understand the children's development, interests and learning needs to create lesson plans?

- How did at least one of your lesson plans address children's problem solving and critical thinking skills?
- How did at least one of your lesson plans support children's language development and development of communication skills?
- How did you utilize what was learned about the child and his/her family to create a lesson plan that is developmentally and socio-culturally appropriate for your child?
- How did you work collaboratively with an interdisciplinary team and use their input to develop your lesson plans?
- How did you assess the child's learning through the use of observation, documentation, and other assessment strategies? How did you use various technologies to observe, document, and assess the child's learning?

ECE PROGRAM OUTCOME STANDARDS (Aligned with State and NAEYC standards)	Assessment Measures Description			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education CAEP ASSESSMENT 4 Early Childhood Education Preschool Internship Home Visit and Lesson Plan ECED 790 Internship With Diverse Preschool Children				
NAEYC 2a Knowing about and understanding diverse family and community characteristics	Developed a home visit questionnaire with questions related to the description of the child, parents' goals for their children, family's experiences and background, and other relevant areas important to partnering with the family	Developed a home visit questionnaire with questions related to the description of the child, parents' goals for their children, and family's experiences and background	Developed a home visit questionnaire with questions related to one or two of the following: description of the child, parents' goals for their children, and/or family's experiences and background	Provided no documented evidence
NAEYC 2b Supporting and engaging families and community through respectful, reciprocal relationships	Conducted a home visit and documented this visit in writing using multiple family theories and research studies to situate the knowledge gained about the family and their community	Conducted a home visit and documented this visit in writing using at least one family theory and one research study to situate the knowledge gained about the family and their community	Conducted home visit and did not link family theory or research to the knowledge gained about the family and their community	Provided no documented evidence
NAEYC 2c Involving families and communities in their children's development and learning	Created a personalized story or e-book for the child using in-depth information gained from the home visit, connecting home and school for the child, and focusing on transition into pre-K or kindergarten	Created a personalized story or e-book for the child using some information gained from the home visit, connecting home and school, and focusing on transition into pre-K or kindergarten	Created a story or e-book for the child that may not be personalized or focused on the home-school connection or the transition into pre-K or kindergarten	Provided no documented evidence
NAEYC 6b Knowing about and upholding ethical standards and other early childhood professional guidelines	Described evidence of ethical standards or early childhood professional guidelines addressed in sharing with families and other professionals and provided explicit reference to course readings to support ideas	Described evidence of ethical standards or early childhood professional guidelines addressed in sharing with families and other professionals	Described minimal evidence of ethical standards or early childhood professional guidelines addressed in sharing with families and other professionals	Did not describe evidence of ethical standards or other early childhood professional guidelines in sharing with families and other professionals

ECE PROGRAM OUTCOME STANDARDS (Aligned with State and CEC standards)	Assessment Measures Description			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education CAEP ASSESSMENT 4 Early Childhood Education Preschool Internship Home Visit and Lesson Plan ECED 790 Internship in Preschool Early Childhood Special Education				
CEC 3.2 Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	In more than 3 lesson plans candidate provides evidence of explicitly individualizing learning for students based on ability levels by using both general and specialized content knowledge.	In 3 or more lesson plans candidate provides evidence of explicitly individualizing learning for students based on ability levels by using both general and specialized content knowledge.	In one lesson plan, candidate provides evidence of individualizing learning for students based on ability levels by using both general and specialized content knowledge.	Provided no documented evidence
CEC 5.2 Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	In more than 3 lesson plans, candidate provides evidence of using technology to support instructional assessment, planning, and delivery.	In 3 or more lesson plans, candidate provides evidence of using technology to support instructional assessment, planning, and delivery.	In 1 lesson plan, candidate provides evidence of using technology to support instructional assessment, planning, and delivery.	Provided no documented evidence
CEC 5.4 Use strategies to enhance language development and communication skills of individuals with exceptionalities.	In more than 3 lesson plans, candidate utilizes explicit strategies to enhance language development and communication skills of all students.	In 3 or more lesson plans, candidate utilizes strategies to enhance language development and communication skills of all students.	In 1 lesson plan, candidate utilizes strategies to enhance language development and communication skills of all students.	Provided no documented evidence
CEC 5.6 Teach to mastery and promote generalization of learning.	In more than 3 lesson plans, candidates use strategies to promote concept development and connections to prior learning.	In 3 or more lesson plans, candidates use strategies to promote concept development and connections to prior learning.	In 1 lesson plan, candidates use strategies to promote concept development and/or connections to prior learning.	Provided no documented evidence
CEC 5.7 Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	In more than 3 lesson plans, candidates show explicit evidence of developing students' critical thinking and problem solving skills.	In 3 or more lesson plans, candidates show explicit evidence of developing students' critical thinking and problem solving skills.	In 1 lesson plan, candidates show evidence of developing students' critical thinking and problem solving skills.	Provided no documented evidence
Continued on next page				

CEC 6.1 Use professional Ethical Principles and Professional Practice Standards to guide their practice.	In more than 3 weekly reflections and more than 3 lesson plans candidates show evidence of using professional Ethical Principles and Professional Practice Standards to guide their practice.	In 3 or more weekly reflections and 3 or more lesson plans candidates show evidence of using professional Ethical Principles and Professional Practice Standards to guide their practice.	In 1 weekly reflection and 1 lesson plan candidates show evidence of using professional Ethical Principles and Professional Practice Standards to guide their practice.	Provided no documented evidence
CEC 6.6 Provide guidance and direction to paraeducators, tutors, and volunteers.	In more than 3 lesson plans there is evidence of how the candidate plans to guide other adults in the classroom to support students' diverse abilities.	In 3 or more lesson plans there is evidence of how the candidate plans to guide other adults in the classroom to support students' diverse abilities.	In 1 lesson plan there is evidence of how the candidate plans to guide other adults in the classroom to support students' diverse abilities.	Provided no documented evidence
CEC 7.1 Use the theory and elements of effective collaboration	Use of multiple family theories and ideas of collaboration are explicitly integrated in the candidate's home visit reflection.	Use of one family theory and ideas of collaboration are explicitly integrated in the candidate's home visit reflection.	Use of a family theory or ideas of collaboration are integrated into the candidate's home visit reflection.	Provided no documented evidence