



College of Education and Human Development

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

ECED 791.I01 Internship with Diverse Infants/Toddlers (3:3:0)
Fall 2014
Internship Site

University Supervisor:

Office phone:

Office location:

Office hours:

Email address:

Course Description

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

Prerequisite(s): Admission to the Early Childhood Special Education Licensure Graduate Certificate Program. All standardized test requirements (Praxis Core Academic Skills for Educators or qualifying substitution and Virginia Communication and Literacy Assessment) must be met the semester prior to the internship.

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/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 reduction in the 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 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 4 Early Childhood Special Education Infant/Toddler Internship Documentation*

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 Council of Exceptional Children standards (CEC). It is the program performance-based assessment for *NCATE 4 Early Childhood Special Education Infant/Toddler 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 Early Childhood Special Education Infant/Toddler Internship Documentation* 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 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 4 Early Childhood Special Education Infant/Toddler Internship Documentation***.

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 4: Early Childhood Special Education Infant/Toddler Internship Documentation

During the Internship with Diverse Infants/Toddlers, interns will upload specific evidence of meeting the following CEC standards addressed in NCATE Assessment 4 *Early Childhood Special Education Infant/Toddler Internship Documentation*.

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

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

**Early Childhood Education
CAEP ECSE Assessment 5
Effect on Student Learning**

Early Childhood Special Education Infant/Toddler Internship Documentation

Early Childhood Special Education CAEP Assessment 5 Effect on Student Learning Assessment is the Early Childhood Special Education Infant/Toddler Internship Documentation and is in ECED 791 Infant/Toddler Internship. This assessment shows evidence of meeting CEC Standard Elements 1.2, 2.2, 4.3, 4.4, 5.5, and 7.3.

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 Individualized Family Service Program (IFSP) 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 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

CEC 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

CEC 4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

CEC 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

CEC 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

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 integrate IFSP goals, information from informal and formal assessments, and developmentally appropriate practice.
- Include the following in the lesson plans:
 1. Family priorities and needs
 2. Learning outcomes and IFSP goals (family and/or child based)
 3. Context, including the natural environment and individuals present
 4. Materials, including a description of technology to be used
 5. Procedures to promote learning outcomes and IFSP goals, including
 - Introducing the activity to family and child
 - Arranging the natural environment
 - Presenting materials
 - Motivating activity
 - Teacher directions
 - Instructional strategies
 - Transition
 - Time frame
 - Assessment strategy
 - Follow-up
 6. Adaptations and accommodations, including general and specific adaptations for the individual child and/or family
 7. Evidence of results
 8. Plan of collaboration, including the use of paraeducators and related service personnel

Step Two: Candidates will design an individual plan that promotes a child's social-emotional development and/or behavior to help the child successfully participate in instructional activities with his or her peers. Candidates will do the following:

- Describe the social-emotional and/or behavioral delays of the selected 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 with peers for the selected 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 with children in their planning and how they might make changes to further individualize instruction to provide meaningful and challenging learning experiences.
- Use their knowledge of cognitive, fine motor, gross motor, social-emotional, and language development to respond to the varying abilities and behaviors of children 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 children with exceptional learning needs.
- Match communication methods to children’s language proficiency and cultural and linguistic differences.
- Provide effective language models.
- Use communication strategies and resources to facilitate understanding of subject matter for children 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 on how language use supported the child’s productive interactions with peers).
- Modify instructional plans based on ongoing analysis of the child’s learning progress as well as current research and evidence-based practices.
- 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 children with exceptionalities in regular environments and engage them in meaningful learning activities and interactions.

ECE PROGRAM OUTCOME STANDARDS (Aligned With State and CEC Standards)	Assessment Measure Descriptions			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education CAEP ASSESSMENT 5 Effect on Student Learning Early Childhood Special Education Infant/Toddler Internship Documentation ECED 791 Internship With Diverse Internship and Toddlers				
<i>CEC 1.2 Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.</i>	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)
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<p>CEC 2.2 Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments</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 4.3 Use multiple types of assessment information in collaboration with colleagues in making decisions about individuals with exceptionalities</p>	<p>Provided documentation of meeting with a family more than two times, AND described the setting for observation, AND summarized the informal assessment data gained through the family relationship AND identified how information contributed to decision making</p>	<p>Provided documentation of meeting with a family two times; AND described the setting for observation; AND summarized the informal assessment data gained through the family relationship AND identified how information contributes to decision making</p>	<p>Provided documentation of meeting with a family less than two times; AND/OR described the setting for observation; AND/OR summarized the informal assessment data gained through the family relationship</p>	<p>Did not provide documentation of meeting with a family at least once; describe the setting for observation; and summarize the informal assessment data gained through the family relationship</p>
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<p>CEC 4.4 Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them</p>	<p>Demonstrated consistent practices that enhance critical thinking, problem solving, and performance skills of individuals with ELN and that provide feedback for guidance 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 and that provide feedback for guidance 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 and that provide feedback for guidance 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 and that provide feedback for guidance 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>
<p>CEC 5.5 Develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams</p>	<p>Identified more than two IEP goals in each lesson plan for each child receiving special education services AND Goals include a wide range of settings and different learning experiences AND Goals include collaboration with individuals, families, and teams</p>	<p>Identified two IEP goals in each lesson plan for the focused children receiving special education services AND Goals include a wide range of settings and different learning experiences AND Goals include collaboration with individuals, families, and teams</p>	<p>Identified fewer than two IEP goals in each lesson plan for the focused children receiving special education services</p>	<p>Did not identify IEP goals for children receiving special education services</p>
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<p>CEC 7.3 Use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>	<p>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)</p>
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