



College of Education and Human Development
Division of Special Education and disAbility Research

Fall 2024

EDCI 790 Section 601: Internship in Education

CRN: 84460; 1 - 6 – Credits

Instructor: University Supervisor	Meeting Dates: 8/26/24 - 12/18/24
Phone: varies by University Supervisor	Meeting Day(s): N/A
E-Mail: varies by University Supervisor	Meeting Time(s): N/A
Office Hours: By appointment	Meeting Location: N/A; Placement Site
Office Location: varies by University Supervisor	Other Phone: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through their LMS (Learning Management System).

Prerequisite(s):

None

Co-requisite(s):

None

Course Description

Intensive, supervised clinical experience for full semester in accredited school. Students must register for appropriate section.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Course Delivery Method

This course will be delivered using an internship format.

Learning activities include the following:

1. Virtual and/or face-to-face observations
2. Discussions and reflection activities
3. Online modules
4. Electronic supplements and activities via Blackboard

Learner Outcomes

1. Demonstrate understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.
2. Demonstrate the integration of the theoretical methodology with the practical applications in the field.
3. Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.
4. Monitor and analyze teaching performance.
5. Demonstrate additional competencies contained in personal goals statement or delineated by instructor.

Professional Standards

This course is part of the George Mason University, School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3) and CEC Standard 6: Professional learning and ethical practice (InTASC 9).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to characteristics of students with mild disabilities, etiology of mild disabilities, inclusionary practices. Evidence for the selected research-based practices is informed by meta-analysis, literature

reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Texts

None

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

Access to Blackboard

Additional Readings

Up to University Supervisor discretion and posted on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., LMS, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

No VIA/SLL performance-based assessment.

Assignments and/or Examinations

All assignments in EDCI 790 are related to fieldwork completed as part of this internship course, including a minimum of 45 instructional hours teaching K-12 students with disabilities who access the general curriculum.

Performance-based Assessment

(VIA submission required)

N/A

College Wide Common Assessment

(VIA submission required)

N/A

Other Assignments

- **Internship Rubric:** Throughout the internship, the student will be evaluated through observations of instruction and other internship tasks on the Internship Rubric (see the rubric in the syllabus appendix). Students will be required to upload the completed and signed rubric to Blackboard at the end of the internship.
- **Log of Hours:** Throughout the course, students will maintain a log of hours to track the instructional hours spent working with students with disabilities accessing the general curriculum. A minimum of 45 instructional hours of successful teaching experiences with students with disabilities accessing the general curriculum in a public or accredited nonpublic school is required, in addition to successful completion of all other internship course tasks.
- **Online Modules:** Throughout the internship, the University Supervisor may assign online modules pertaining to classroom/behavior management, assessment, and/or collaboration to be completed by the student. Additional details on what must be submitted to the University Supervisor as part of module completion will be provided on Blackboard, as needed.
- **Online Reflection Journal:** Students will maintain a weekly online reflection journal. In this online journal, students will reflect on their direct teaching experiences with students with disabilities accessing the general curriculum, as well as the support received from their on-site mentor teacher. Students must submit their journals to the University Supervisor weekly. University Supervisors may require targeted reflection topics, to be assigned as needed and per University Supervisor discretion.
- **Formal Internship Meetings:** Students will meet formally with the University Supervisor (and Mentor Teacher, if possible) at least twice during the internship. The first meeting will occur in the first week of the internship, and will include planning the internship schedule, reviewing internship requirements, and goal setting. The final meeting will occur in the last week of the internship and will include a final review of internship progress and feedback (via the Internship Rubric) and any remaining internship tasks.
- **Observations:** Throughout the internship, students will be formally observed at least 3 times by the University Supervisor, after an initial informal observation. The observations may be conducted virtually or in-person. For each observation, students are responsible for submitting a lesson plan (using a format provided by the University Supervisor and/or agreed upon with the University Supervisor) at least 48 hours before the lesson. The University Supervisor may require a pre-observation conference to discuss the lesson plan. After the lesson observation (and within 24 hours of the lesson), students must meet with the University Supervisor to complete a post-observation conference, in which they will reflect on the lesson, receive feedback, and set goals for the next lesson. The University Supervisor will document the lesson observation on an Observation Summary Form, which the student is responsible for uploading to the designated area on Blackboard.
- Any other assignments may be assigned at the University Supervisor's discretion.

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and LMS notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

This one-credit internship course is an opportunity for students to use the information learned in coursework in the Special Education Add-on Endorsement program, with feedback and support. The expectation is that the student will complete all assignments in the course by the end of the semester. To successfully complete this course, students must complete all assignments on time as scheduled with the University Supervisor and/or Mentor Teacher. If a student is completing this internship in another teacher's classroom or their Mentor Teacher's classroom, they must adhere to the teacher's schedule, maintain the agreed upon schedule, and be punctual. If absence is unavoidable, the student should notify the teacher and/or University Supervisor as far in advance as possible. If a student is completing this internship on-the-job, they will develop a schedule with the Mentor Teacher and/or University Supervisor and will be expected to adhere to this schedule.

Late Work

All internship activities and assignments are scheduled between the University Supervisor, Mentor Teacher, and Teacher Candidate, and must be satisfactorily completed by the end of the semester to earn a Satisfactory grade. If an assignment cannot be completed as required, the Teacher Candidate must notify the University Supervisor and Mentor Teacher in advance and must work with the University Supervisor and Mentor Teacher to reschedule or adjust the deadline accordingly. Note that submission of all assignments in accordance with the agreed upon schedule increases the likelihood of on-time completion of internship requirements.

Other Requirements

Accommodations in Internships: If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason's Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative

assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

Grading

Grades for the internship are:

- S - Satisfactory: Teacher Candidate successfully completes all assignments of the one-credit internship, including the required minimum of 45 instructional hours of successful teaching experiences with students with disabilities accessing the general curriculum in a public or accredited nonpublic school.
- NC - No Credit: Teacher Candidate does not successfully complete all assignments of the one-credit internship. This may require the teacher candidate to repeat the internship.
- IP - In Progress: The Teacher Candidate's performance cannot be evaluated at the end of the grading period due to extenuating circumstances (medical or family emergency, etc.) or incomplete testing requirements. IP grade can be changed to S or NC upon completion of requirements

***Note:** George Mason University Academic Standards will be strictly enforced *through an institutional sanctioning matrix that all colleges and departments will need to adhere to if they find there are students who are engaged in academic dishonesty.* See [Academic Standards \(http://academicstandards.gmu.edu/\)](http://academicstandards.gmu.edu/) and [GMU Catalog - Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/). Students are responsible for reading and understanding the Standards. The Office of Academic Integrity “works to promote authentic scholarship, support the institution’s goal of maintaining high standards of academic excellence, and encourages continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See [Student Guide \(https://cehd.gmu.edu/current-students/cehd-student-guide\)](https://cehd.gmu.edu/current-students/cehd-student-guide).

Use of Generative AI

Generative AI tools should follow the principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Class Schedule

***Note:** Faculty reserves the right to alter the schedule as necessary, with notification to students.

The schedule will be co-created and agreed upon between the Teacher Candidate, on-site Mentor Teacher, and University Supervisor. Below is an example schedule:

Weeks	Activities and Deliverables
Week 1	<ul style="list-style-type: none"> • Initial formal internship meeting • Carefully Review Internship Rubric • Ongoing activities: <ul style="list-style-type: none"> ○ Set up and Maintain Log of Hours ○ Complete and submit weekly e-communication/reflections, as needed
Week 2	<ul style="list-style-type: none"> • Initial Observation of your Teaching • Meet with Mentor Teacher • Ongoing activities: <ul style="list-style-type: none"> ○ Maintain Log of Hours ○ Complete and submit weekly e-communication/reflections, as needed
Weeks 3-5	<ul style="list-style-type: none"> • Collaborative Debrief and set goals • Complete online module(s) or reading(s) as assigned • Ongoing activities: <ul style="list-style-type: none"> ○ Maintain Log of Hours ○ Complete and submit weekly e-communication/reflections, as needed
Weeks 6-8	<ul style="list-style-type: none"> • Observation #1 and Debrief @ goals • Complete online module(s) or reading(s) as assigned • Ongoing activities: <ul style="list-style-type: none"> ○ Maintain Log of Hours ○ Complete and submit weekly e-communication/reflections, as needed
Weeks 9-11	<ul style="list-style-type: none"> • Observation #2 and Debrief @ goals • Complete online module(s) or reading(s) as assigned • Ongoing activities: <ul style="list-style-type: none"> ○ Maintain Log of Hours ○ Complete and submit weekly e-communication/reflections, as needed

Weeks 12-14	<ul style="list-style-type: none"> • Observation #3 and Debrief @ goals • Complete online module(s) or reading(s) as assigned • Ongoing activities: <ul style="list-style-type: none"> ○ Maintain Log of Hours ○ Complete and submit weekly e-communication/reflections, as needed
Week 15	<ul style="list-style-type: none"> • Final formal internship meeting • Complete collaborative reflection and plans for ongoing development <ul style="list-style-type: none"> ○ Internship rubric finalized and uploaded to BB/VIA

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: [Culture \(https://cehd.gmu.edu/about/culture/\)](https://cehd.gmu.edu/about/culture/)

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards. See [Academic Standards \(https://catalog.gmu.edu/policies/academic-standards/\)](https://catalog.gmu.edu/policies/academic-standards/).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing \(http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/\)](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See [Disability Services \(https://ds.gmu.edu/\)](https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
 - o **Blackboard Learn:** <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - o **Canvas:** <https://its.gmu.edu/service/canvas/>
- For information about [student support resources](#) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - o **Timely Care:** <https://caps.gmu.edu/timelycare-services/>
 - o **Writing Center:** <https://writingcenter.gmu.edu/>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as the [Student Support and Advocacy Center \(SSAC\)](#) at 703-380-1434 or [Counseling and Psychological Services \(CAPS\)](#) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.

- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

For additional information on the College of Education and Human Development, please visit our website [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)

The appendix includes the following documents: (a) the Internship Rubric, (b) the Observation Summary Form (used to document performance during the formal Observations), and (c) the Log of Hours.

George Mason University Clinical Evaluation Continuum for Candidates in Special Education Add-on Endorsement Program

Candidate's Name:

Mentor Teacher's Name:

University Supervisor's Name:

School		School Division	
Subject Area(s)		Grade Level	
Year		Semester	
Dates of Observations		Date of Final Conference	

Signatures Indicating Participation in Final Review/Conference Process:

Mentor Teacher

Date

University Supervisor

Date

Teacher Candidate

Date

Purpose and Instructions:

Consistent with the School of Education's conceptual framework, the purpose of the Clinical Evaluation Continuum is to prepare Candidates to reflect on their practice and to provide a system for Candidates, Mentor Teachers, and University Supervisors to assess a Candidate's growth over time (i.e., during the internship). The Continuum consists of five standards, each with a series of key elements. The Candidate is assessed on each element across the continuum. For the "meets expectations" level, the Candidate, while not yet reaching the level of an accomplished special education teacher, shows the potential of an accomplished special education teacher for the appropriate key element. At the "exceeds expectations" level, a Candidate is expected to have experimented with a variety of procedures and routines and made successful adjustments consistently and confidently with routine and procedures in a classroom. The University Supervisor and Mentor Teacher should evaluate every item on the Continuum, whether by observation or by other documentation, throughout the internship. The University Supervisor and Mentor Teacher will complete the Continuum with the Candidate at the end of each internship.

CLINICAL EVALUATION CONTINUUM FOR CANDIDATES IN SPECIAL EDUCATION ADD-ON ENDORSEMENT PROGRAM

CEC Standard 2: Learning Environments (InTASC Standard 3)				
Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
2a. Organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.	Candidate organizes, develops, and sustains a safe, equitable, positive and supportive learning environment but fails to demonstrate that diversities are valued.	Candidate organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.	Candidate solicits student input and provides opportunities for choice making in order to organize, develop and sustain a safe, equitable, positive and supportive learning environment. Candidate analyzes students' linguistic and cultural background and considers the class diversity while establishing the learning environment.	
2b. Designs and modifies the learning environment to manage behaviors, time, space, and materials to keep students with mild to moderate exceptionalities productively involved in learning.	Candidate fails to design or modify the learning environment to manage behaviors to keep learners with exceptionalities productively involved in learning.	Candidate designs and modifies the learning environment to manage behaviors, time, and space to keep learners with exceptionalities productively involved in learning. Candidate establishes clear classroom procedures.	Candidate designs and modifies the learning environment to manage behaviors, time, space, and materials to keep learners with exceptionalities productively involved in learning. Candidate establishes clear classroom procedures, discourages disruptions, and promotes interaction with learners with exceptionalities.	
2c. Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate is ineffective in using behavior management strategies to handle disruptive or destructive behavior.	Candidate uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate plans and implements individualized behavior plans, which include effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	

CEC Standard 2: Learning Environments (InTASC Standard 3)				
Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
2d. Promotes appropriate behavior through clear communication of realistic expectations while respecting and valuing individual differences and cultural diversity.	Candidate fails to communicate high expectations for all learners with exceptionalities.	Candidate promotes appropriate student behavior through clear communication of realistic expectations for personal and social behavior.	Candidate promotes appropriate student behavior through clear communication of realistic expectations for personal and social behavior. Candidate describes an awareness of student behavior within the context of student background and cultural diversity.	
2e. Establishes and maintains rapport with individuals with and without exceptional learning needs.	Candidate fails to establish caring, friendly interactions or a rapport with individuals with and without exceptionalities.	Candidate establishes and maintains rapport with individuals with and without exceptionalities.	Candidate consistently establishes caring, friendly interactions and a positive rapport with individuals with and without exceptionalities.	

CEC Standard 4: Assessment (InTASC Standard 6)				
Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned/ Evidence
4a. Develops or modifies individualized assessment strategies.	Candidate develops assessment strategies that are not individualized.	Candidate develops or modifies individualized assessment strategies and can articulate the purpose of each assessment.	Candidate develops or modifies individualized assessment strategies, can articulate the purpose of each assessment, and states links to student characteristics.	

CEC Standard 4: Assessment (InTASC Standard 6)

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned/ Evidence
4b. Regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate fails to monitor student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate regularly evaluates instruction and monitors progress of individuals with exceptionalities through observation and evaluation of student work.	Candidate plans and implements ongoing assessments to check for understanding and mastery of concepts through observation of students' performance and evaluation of their work and clearly communicates their assessment findings to the individual with exceptionalities and other key stakeholders.	
4c. Conducts formal and informal assessments using appropriate technologies as supports.	Candidate fails to conduct formal and informal assessments using appropriate technologies as supports.	Candidate administers formal and informal assessments using appropriate technologies as supports.	Candidate conducts formal and informal assessments using appropriate technologies as supports. Candidate demonstrates understanding of measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. Candidate demonstrates understanding of the appropriate use and limitations of various types of assessments.	
4d. Keeps records of students' progress and problems and uses data from multiple sources to assess student learning.	Candidate fails to keep records of students' progress or does not use student assessment data to make instructional decisions.	Candidate creates and maintains records of students' progress and problems and uses data from multiple sources to assess student learning.	Candidate maintains records of students' progress and analyzes assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data.	

CEC Standard 4: Assessment (InTASC Standard 6)				
Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned/ Evidence
4e. Analyzes, evaluates and reflects on student assessment data and instruction to make eligibility, program, and/or placement decisions.	Candidate reviews assessment data and identifies links to current instructional plans but fails to analyze student assessment data or use the data in making eligibility, program, and/or placement decisions.	Candidate analyzes, evaluates and reflects on student assessment data in making eligibility, program, and/or placement decisions for individuals with exceptionalities, including those from culturally and/or linguistically diverse backgrounds.	Candidate uses individual and group progress data to identify specific adjustments needed to improve eligibility, program, and/or placement decisions for individuals with exceptionalities.	

CEC Standard 5: Instructional Planning and Strategies (InTASC Standards 7 & 8)				
Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned/ Evidence
5a. Prepares lesson plans to meet learning objectives and organizes activities and material to implement these lesson plans.	Candidate develops lesson plan that does not meet specific learning objectives OR Candidates fails to develop a lesson plan OR Candidate fails to organize materials to implement the lesson plan.	Candidate prepares lesson plans to meet specific learning objectives and organizes activities and material to implement these lesson plans.	Candidate uses a wide variety of research-based educational practices and curriculum guidelines to develop lesson plans that meet the learning objective of learners with exceptionalities. Candidate organizes materials to implement these lesson plans.	

CEC Standard 5: Instructional Planning and Strategies (InTASC Standards 7 & 8)				
Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned/ Evidence
5b. Candidate is responsive to student needs by selecting, adapting, and using research-supported instructional strategies and materials according to characteristics of individuals with exceptionalities.	Candidate fails to select and adapt the teaching methods and materials for individuals with exceptionalities.	Candidate selects, adapts, and uses research-supported instructional strategies and materials according to characteristics of the individual with exceptionalities.	Candidate consistently selects, adapts, and implements a variety of research-supported practices, using multiple methods, and embedding technology to differentiate academic and nonacademic instruction for individuals with exceptionalities.	
5c. Uses responses and errors to guide instructional decisions and provide feedback to learners.	Candidate fails to use responses and errors to guide instructional decisions and does not provide (or provides limited) feedback to learners.	Candidate uses responses and errors to guide instructional decisions and provide feedback to learners.	Candidate uses responses and errors to guide instructional decisions, provides formative feedback to learners with exceptionalities, and provides opportunities for student self-assessment.	
5d. Uses specialized instructional strategies in reading and writing.	Candidate uses reading and writing strategies that are not specialized for individuals with exceptionalities.	Candidate selects and uses specialized instructional strategies in reading and writing appropriate to the abilities and needs of the individual.	Candidate selects and uses specialized instructional strategies in reading and writing appropriate to the abilities and needs of the individual AND uses these strategies to facilitate integration into various settings.	
5e. Uses specialized instructional strategies in math.	Candidate uses math strategies that are not specialized for individuals with exceptionalities.	Candidate selects and uses specialized instructional strategies in math appropriate to the abilities and needs of the individual.	Candidate selects and uses specialized instructional strategies in math appropriate to the abilities and needs of the individual AND uses these strategies to facilitate integration into various settings.	

CEC Standard 5: Instructional Planning and Strategies (InTASC Standards 7 & 8)				
Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned/ Evidence
5f. Makes responsive adjustments to instruction based on continual observations and ongoing assessment data.	Candidate carries out lesson and unit plans without making adjustments based on student performance.	Candidate makes responsive adjustments to instruction based on continual observations and ongoing assessment data.	Candidate analyzes the effectiveness of student interactions and performance during learning experiences and incorporates immediate instructional changes as well as articulates changes for future instruction.	
5g. Presents content accurately and instructions clearly.	Candidate presents content inaccurately and instructions in an unclear manner.	Candidate presents content accurately and instructions clearly.	Candidate presents content accurately and instructions clearly using a variety of presentation modalities.	
5h. Provides opportunities for learners with mild to moderate exceptionalities to participate actively and successfully in classroom environment.	Candidate provides only one level of instruction for the entire class.	Candidate provides opportunities for learners with exceptionalities to participate actively and successfully in classroom environment.	Candidate evaluates assessment data to develop individual and group profiles that reflect progress of all students with exceptionalities and uses these profiles to design and provide opportunities for learners with exceptionalities to participate actively and successfully at different levels.	
5i. Uses a variety of assistive and instructional technologies to promote student learning.	Candidate does not use or demonstrates limited and/or inappropriate use of assistive and instructional technologies.	Candidate effectively uses a variety of assistive and instructional technologies to promote student learning.	Candidate consistently uses many assistive and instructional technologies to effectively promote all students' learning.	

CEC Standard 6: Professional Learning and Ethical Practice (InTASC Standard 9)				
Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned/ Evidence
6a. Demonstrates commitment to developing educational and quality of life potential of individuals with exceptionalities.	Candidate fails to articulate how his/her instruction links to the development of educational and quality life potential of individuals with exceptionalities.	Candidate demonstrates, through instruction and rapport with students, a commitment to developing educational and quality of life potential of individuals with exceptionalities.	Candidate demonstrates, through instruction and rapport with students, a commitment to developing educational and quality of life potential of individuals with exceptionalities. Candidate can articulate accurate ideas of link between instruction and education and quality of life potential for individuals with exceptionalities.	
6b. Reflects on his/her professional practice.	Candidate displays no evidence of the ability or willingness to reflect on effectiveness, is unaware of effectiveness or student learning.	Candidate shows evidence of reflecting on his/her professional practice.	Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Candidate uses evidence of effectiveness in planning for further instruction.	
6c. Demonstrates commitment to engage in research-supported practices.	Candidate fails to use research-supported practices in instruction.	Candidate demonstrates commitment to the use of research-supported practices in instruction.	Candidate demonstrates a commitment to the use of research-supported practices AND can articulate a clear rationale for doing so.	
6d. Engages in professional activities that benefit individuals with exceptionalities, their families, and his/her colleagues.	Candidate fails to demonstrate concept of oneself as a lifelong learner OR does not actively plan and engage in professional activities that foster professional growth OR does not keep current with evidence-based best practices.	Candidate engages in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues. Candidate actively plans and engages in professional activities that foster professional growth.	Candidate demonstrates concept of oneself as a lifelong learner by actively planning and engaging in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues AND keeps current with evidence-based best practices, AND shares new information with colleagues in a collaborative manner.	

CEC Standard 7: Collaboration (InTASC Standard 10)				
Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned/ Evidence
7a. Engages in productive relationships with other educators, service providers, and personnel from community agencies.	Candidate fails to provide evidence of engaging in productive relationships with other educators, service providers, and personnel from community agencies.	Candidate engages in productive relationships with other educators, service providers, and personnel from community agencies.	Candidate examines, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates an ability to work with others as equals.	
7b. Maintains confidential communication about students with mild to moderate exceptional learning needs.	Candidate shares confidential information about students with exceptional learning needs with outside parties.	Candidate maintains confidential communication about students with exceptional learning needs.	Candidate maintains confidential communication about students with exceptional learning needs and is observed stressing the importance of confidentiality with other stakeholders including paraprofessionals.	
7c. Fosters respectful and beneficial relationships between families and professionals.	Candidate is disrespectful when dealing with families and professionals.	Candidate fosters respectful and beneficial relationships between families and professionals.	Candidate fosters respectful and beneficial relationships between families and professionals and uses clinical judgment in order to continuously improve communication and collaboration efforts.	
7d. Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	Candidate shows no evidence of collaborating with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	Candidate collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.	Candidate examines, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates the ability to successfully integrate individuals with exceptional learning needs into various settings and analyzes the efficacy of these integration approaches.	

CEC Standard 7: Collaboration (InTASC Standard 10)

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned/ Evidence
7e. Communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.	Candidate does not communicate with families OR Candidate fails to establish an appropriate rapport with families and/or colleagues.	Candidate communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.	Candidate communicates effectively with school personnel, families, and other related stakeholders about the characteristics and needs of individuals with exceptionalities.	

Observation Summary Report Special Education Add-On Endorsement Program

The purpose of this report is to document observations completed by the University Supervisor or Mentor Teacher in areas directly related to the Internship Rubric and CEC standards. This documentation will provide evidence for outcomes on the Internship Rubric at the end of the internship.

Teacher Candidate:			
Observation Date:			
Observer Name:			
Observer Role (check one):	<input type="checkbox"/>	Mentor Teacher	<input type="checkbox"/>
			University Supervisor
Activities Observed:			
Grade/Subject(s):			

Observation Summary

RECOMMENDATIONS:

INSTRUCTIONAL PLANNING (CEC Standard 5):

Elements of CEC Standards were noted for the following:

Standard 5: Instructional Planning and Strategies

	5a. Prepares lesson plans to meet learning objectives and organizes activities and material to implement these lesson plans.
	5b. Candidate is responsive to student needs by selecting, adapting, and using research-supported instructional strategies and materials according to characteristics of individuals with exceptionalities.

INSTRUCTIONAL STRATEGIES (CEC Standard 5):

Elements of the CEC Standards were noted for the following:

Standard 5: Instructional Planning and Strategies

	5b. Candidate is responsive to student needs by selecting, adapting, and using research-supported instructional strategies and materials according to characteristics of individuals with exceptionalities.
	5c. Uses responses and errors to guide instructional decisions and provide feedback to learners.
	5d. Uses specialized instructional strategies in reading and writing.
	5e. Uses specialized instructional strategies in math.

	5f. Makes responsive adjustments to instruction based on continual observations and ongoing assessment data.
	5g. Presents content accurately and instructions clearly.
	5h. Provides opportunities for learners with mild to moderate exceptionalities to participate actively and successfully in classroom environment.
	5i. Uses a variety of assistive and instructional technologies to promote student learning.

CLASSROOM MANAGEMENT/CLIMATE (CEC Standard 2):

Elements of the CEC Standards were noted for the following:

CEC Standard 2: Learning Environments

	2a. Organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.
	2b. Designs and modifies the learning environment to manage behaviors, time, space, and materials to keep students with mild to moderate exceptionalities productively involved in learning.
	2c. Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.
	2d. Promotes appropriate behavior through clear communication of realistic expectations while respecting and valuing individual differences and cultural diversity.
	2e. Establishes and maintains rapport with individuals with and without exceptional learning needs.

ASSESSMENT (CEC Standard 4):

Elements of the CEC Standards were noted for the following:

Standard 4: Assessment

	4a. Develops or modifies individualized assessment strategies.
	4b. Regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.
	4c. Conducts formal and informal assessments using appropriate technologies as supports.
	4d. Keeps records of students' progress and problems and uses data from multiple sources to assess student learning.
	4e. Analyzes, evaluates and reflects on student assessment data and instruction to make eligibility, program, and/or placement decisions.

PROFESSIONAL LEARNING AND ETHICAL PRACTICE (CEC Standard 6):

Elements of the CEC Standards were noted for the following:

Standard 6: Professional Learning & Ethical Practice

	6a. Demonstrates commitment to developing educational and quality of life potential of individuals with exceptionalities.
	6b. Reflects on his/her professional practice.
	6c. Demonstrates commitment to engage in research-supported practices.
	6d. Engages in professional activities that benefit individuals with exceptionalities, their families, and his/her colleagues.

COLLABORATION (CEC Standard 7):

Elements of the CEC Standards were noted for the following:

Standard 7: Collaboration

	7a. Engages in productive relationships with other educators, service providers, and personnel from community agencies.
	7b. Maintains confidential communication about students with mild to moderate exceptional learning needs.
	7c. Fosters respectful and beneficial relationships between families and professionals.
	7d. Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.
	7e. Communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.

Candidate's Signature _____ Date _____

Observer's Signature _____ Date _____

Log of Hours

Special Education Add-On Endorsement Program

The Special Education Add-on Endorsement Program requires at least 45 hours of direct teaching hours with students with disabilities accessing the general curriculum in a public or accredited nonpublic school. Throughout the internship, use the following Log of Hours to record the number of hours you complete as part of the internship for the following categories.

Direct Teaching: Time spent directly interacting with students, whether co-teaching, independently teaching, small group teaching, or one-on-one teaching. Please note that while hours of Direct Teaching for traditional teacher candidates may initially be more supported by the Mentor Teacher, the expectation is that by the middle/end of the internship, Direct Teaching hours include full responsibility for planning and implementing instruction.

Indirect Teaching: Time spent in activities that support instruction but do not involve interactions with students, including planning, preparation, observing the Mentor Teacher, observing students, evaluating students' work, attending school meetings, meeting with the Mentor Teacher and/or University Supervisor, etc.

Teacher Candidates are encouraged to record times daily, which will improve accuracy. Hours are to be totaled by the Teacher Candidate, and each page of the log verified by the Mentor Teacher and reviewed by the University Supervisor. At the end of the internship, the Teacher Candidate will be required to upload the completed and signed Log of Hours to a designated location on Blackboard.

