



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

Fall 2024

EDSE 785 6V1: Internship: Special Education in General Curriculum

CRN: 84556; 3-6 – Credits

<b>Instructor:</b> Karen Walker	<b>Meeting Dates:</b> 8/26/24 – 12/18/24
<b>Phone:</b> 804-244-2000	<b>Meeting Day(s):</b> N/A
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<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> N/A; Placement Site
<b>Office Location:</b> N/A	<b>Other Phone:</b> 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):**

Recommended. VCLA and other program-specific requirements have been met; application for internship on file by program deadline.

**Co-requisite(s):**

None

**Course Description**

Applies, in supervised internships, university course work in General Curriculum to instruction of children and their families in school settings.

**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](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

### **Advising Tip**

Are you planning to waive one of the two internship requirements for your teacher licensure program? The waiver is not automatic. Be sure to send the waiver documentation ([http://cehd.gmu.edu/assets/docs/forms/InternshipWaiv\\_forms.pdf](http://cehd.gmu.edu/assets/docs/forms/InternshipWaiv_forms.pdf)) to your advisor.

### **Course Delivery Method**

This course will be delivered using an internship format.

Learning activities include the following:

1. Individual demonstration
2. Classroom observations
3. Discussions and consultation
4. Reflection activities
5. Electronic supplements and activities via Blackboard

### **Learner Outcomes**

Upon completion of the course, teacher candidates/students will be able to:

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 positive and appropriate interactions with students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about students with disabilities.
4. Develop and implement developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.
5. Demonstrate the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.
6. 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.
7. Demonstrate support within an integrated environment, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of students, ability to

modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with disabilities by providing direct or indirect support and the knowledge of how to work with groups of students demonstrating mixed abilities and needs (whether identified as disabled or not).

8. Select and utilize assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, VAAP (as assessed for individual students), etc.
9. Develop developmentally, educationally and functionally appropriate IEPs.
10. Select and utilize workable and useful data/record keeping strategies.
11. Monitor and analyze teaching performance.
12. Demonstrate additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor.

### **Professional Standards**

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

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).

### **Required Texts**

*Special Education Internship Handbook for 2024-25*

- The internship handbook can be found at the Office of Teacher Preparation website [linked here](#) (click on the CEHD Internship Manual, and the Special Education-General Curriculum graduate internship handbook is linked within this manual on p. 27) and also on the course Blackboard site.

### **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 and Mason email, and access to other virtual communication tools (e.g., Zoom, OneDrive) as needed

## **Course Performance Evaluation**

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

## **VIA Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA/SLL (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA/SLL.

For EDSE 783, the required PBA is the Internship Rubric. Please check to verify your ability to upload to VIA/SLL before the PBA due date.

## **Assignments and/or Examinations**

All assignments in EDSE 783 are related to fieldwork completed as part of this internship course, including a minimum of 150 hours (75 direct teaching hours and 75 indirect teaching hours) teaching K-12 students with disabilities who access the general curriculum.

### **Performance-based Assessment (VIA submission required)**

- Internship Rubric (Assessment A; see Internship Handbook)

### **College Wide Common Assessment (VIA submission required)**

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). The college-wide common assessments in this course are: InTASC Internship Evaluation and Observer-Rated Dispositions.

- Internship Rubric (Assessment A; see Internship Handbook)
- Teacher Candidate Dispositions Rating (Assessment B; see Internship Handbook)

## **Other Assignments**

- CEHD Experiential Learning Agreement (ELA) packet (information provided at orientation and completed prior to the start of internship)

- Log of Hours (Form 1 in Internship Handbook; all completed/signed pages uploaded to the Forms page of Blackboard)
- Internship Summary and Final Grade (Form 2 in Internship Handbook; all completed/signed pages uploaded to the Forms page of Blackboard)
- Observation Summary Report (Form 3 in Internship Handbook; all completed reports uploaded to the Forms page in Blackboard)
- Weekly Reflection (Form 4 in the Internship Handbook; uploaded to the Forms page of Blackboard)
- End-of-Internship Evaluation (CEHD-wide evaluation completed online prior to internship completion)
- Lesson plans, observations, and pre- and/or post-observation conferences (see Internship Handbook)
- VDOE Seclusion and Restraints Modules Training (submit certificate of completion to Seclusion and Restraint Modules page of 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**

Please refer to the *Special Education Internship Handbook* for internship policies and expectations.

### **Attendance/Participation**

Teacher Candidates completing Traditional internships are required to follow the Mentor Teacher's daily schedule. Candidates must be punctual, arrive when the Mentor Teacher arrives, and leave when the Mentor Teacher leaves. When an absence is unavoidable, the Candidate must notify the school office personnel, Mentor Teacher, and University Supervisor as far in advance as possible. If the Teacher Candidate is absent on a day when he/she is expected to teach, lesson plans and materials must be delivered to the Mentor Teacher before class begins. Candidates who are completing on-the-job (OTJ) internships are expected to adhere to their regular work schedule and responsibilities.

### **Late Work**

All internship activities and assignments are scheduled between the University Supervisor, Mentor Teacher, and Teacher Candidate. 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**

- **Personal Appearance and Professional Conduct:** Candidates must dress professionally and exhibit professional behavior in their assigned school at all times. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school. If a Candidate cannot find a copy of the faculty handbook, he/she should contact the Mentor Teacher. Candidates should also note that Mentor Teachers and University Supervisors evaluate a Candidate's teaching dispositions and professionalism during the internship (see the Teacher Candidate Dispositions Rating, Assessment B in the Internship Handbook).
- **Holidays and Vacations:** Candidates must follow the calendar of their assigned school for their internship. The school's calendar may be different from George Mason's calendar during the semester of internship. The Teacher Candidate always follows the calendar of the assigned school during internship. This applies to Thanksgiving and spring break holidays as well.
- **Teacher Candidates and Substitute Teachers:** Traditional Internship Candidates may occasionally substitute for his/her Mentor Teacher during the internship, provided that several guidelines are strictly followed and approval is provided by the University Supervisor prior to substituting during the internship. See the guidelines outlined in the internship handbook. Note that hours spent substitute teaching may NOT be counted towards teaching hour requirements for the internship.
- **Important Considerations:** If Candidates do not comply with on-site school expectations, school divisions have the right to request the Candidate be removed from the assigned school. There is no guarantee that a Teacher Candidate will be approved for an alternate assignment or location. Candidates who do not uphold the professional behaviors and dispositions promoted by CEHD may be removed from internship and/or referred to the Office of Student and Academic Affairs as needed. On-site school expectations include the social media presence of Teacher Candidates. The Teacher Candidate Dispositions Rating (see Assessment B in Internship Handbook) includes the expectations for teaching dispositions. Each school site has faculty expectations outlined in a faculty handbook. Candidates are strongly encouraged to purchase professional liability insurance through membership in the Student Virginia Education Association, the Council for Exceptional Children, or through a private carrier in case of civil legal action. Candidates employed by a school division are encouraged to purchase additional coverage to supplement what is provided.
- **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

(From the Internship Handbook)

Grades for the internship are:

- S - Satisfactory: Teacher Candidate successfully meets the clinical internship requirements and can be recommended for teacher licensure.
- NC - No Credit: Teacher Candidate will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. This may require enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision. In some cases, a grade of NC may be accompanied by a recommendation that the Teacher Candidate not be allowed to repeat the internship. In such cases, the Candidate may be counseled out of the licensure program although not necessarily out of the degree program.
- IP - In Progress: The Teacher Candidate's performance cannot be evaluated at the end of the grading period. 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). Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a

self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE 627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator.

### **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 Teacher Candidate, Mentor Teacher, and University Supervisor work together to determine the schedule of observations and activities. Therefore, the Triad should agree upon the basic schedule during the initial meeting of the internship.

### **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](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - [Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/)
  - [Canvas: https://its.gmu.edu/service/canvas/](https://its.gmu.edu/service/canvas/)
- For information about [student support resources](https://ctfe.gmu.edu/teaching/student-support-resources-on-campus) on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - [Timely Care: https://caps.gmu.edu/timelycare-services/](https://caps.gmu.edu/timelycare-services/)
  - [Writing Center: https://writingcenter.gmu.edu/](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](mailto: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 for Assessment A – Internship Rubric and Assessment B – Dispositions Rubric (see Internship Handbook for all other assignment descriptions and rubrics)**



**Assessment A**

**Internship Rubric  
for Candidates in Special Education-General Curriculum Licensure Program**

\_\_\_\_\_  
Candidate's Name

\_\_\_\_\_  
Mentor Teacher

\_\_\_\_\_  
University Supervisor

School		School Division	
Subject Area		Grade Level	
Year		Semester	
Date of Observations			
Date of Conference		Mid-Point _____ Final _____	

Signature Indicating Participation in Review/Conference Process:

\_\_\_\_\_

Mentor Teacher Date

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University Supervisor Date

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Candidate Date

## Purpose and Instructions

Consistent with the College of Education and Human Development's (CEHD) conceptual framework, the purpose of the Internship Rubric is to prepare candidates to reflect on their practice and to provide a system for Teacher Candidates, Mentor Teachers, and University Supervisors to assess a candidate's growth over time. The Rubric is designed to assess a candidate's growth during the internship. The Rubric consists of a series of key elements aligned with the following two sets of standards.

- Council for Exceptional Children (CEC) standards: CEC is the Specialized Professional Association (SPA) for special education, and the K-12 Special Education-General Curriculum licensure program is aligned to these standards. The first part of the Rubric below includes a series of key elements aligned to CEC standards on which the Teacher Candidate is evaluated throughout the internship.
- Interstate Teacher Assessment and Support Consortium (InTASC) standards: All initial licensure programs in CEHD are aligned to the InTASC standards, which are used for college accreditation purposes. Thus, these standards are broader expectations for all teacher candidates, not just those in special education programs. The second part of the rubric below includes a series of key elements aligned to InTASC standards on which the Teacher Candidate is evaluated throughout the internship.

The University Supervisor and Mentor Teacher will complete each element of the Rubric at the end of each internship as the final, summative evaluation of Teacher Candidate performance and will discuss the Rubric with the Candidate during and at the end of each internship. The University Supervisor and Mentor Teacher should collaboratively evaluate every item on the Rubric, whether by observation or by other documentation. The Candidate uploads the final, completed Rubric (including signature page and all rubric pages) to VIA at the end of the internship.

## InTASC Internship Evaluation Rubric

### Scoring Guidelines for InTASC Items

**3- Highly Proficient:** Rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a Candidate at this stage of development, integrates thorough understanding of relevant professional literature/research. **All key proficiencies for the standard are met at a level beyond expectations for pre-service teachers.**

**2-Proficient:** Well developed, good quality (may include very few errors in mechanics, and shows clarity of thinking), fully meets expectations for a Candidate at this stage of development, shows understanding of relevant professional literature/research. **All key proficiencies for the standard are met at a level expected for pre-service teachers.** This is the TARGET score.

**1-Not Proficient:** Superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most Candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research. **At least one listed key proficiency for the standard is not met.**

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<b>InTASC Standard 1: Learner Development</b>				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<p>IT 1. <i>The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i></p> <p><b>Key Proficiencies:</b> <i>Developmentally appropriate instruction; varied instructional approaches and resources; appropriate adaptations</i></p>	<p>The evidence indicates that the Candidate demonstrated a partial understanding of learners’ developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners; instruction was inappropriate and/or inaccessible for groups of learners.</p>	<p>The evidence indicates that the Candidate demonstrated an accurate understanding of learners’ developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner’s developmental levels making learning accessible and challenging for the classroom.</p>	<p>The evidence indicates that the Candidate demonstrated an accurate understanding of learners’ developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.</p>	
<b>InTASC Standard 2: Learner Differences</b>				
<p>IT 2. <i>The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i></p> <p><b>Key Proficiencies: Learner background, classroom culture</b></p>	<p>The evidence indicates that the Candidate demonstrated only partial familiarity with the learners’ backgrounds (analysis of learners’ readiness for learning and prior experiences) and/or was unable to use this information to inform instruction to meet the needs of the learner.</p>	<p>The evidence indicates that the Candidate demonstrated familiarity with group and individual learners’ backgrounds (analysis of learners’ readiness for learning and prior experiences) and was able to use this information to inform instruction to create a positive culture of respect and rapport in the classroom that meets the needs of all learners.</p>	<p>The evidence indicates that the Candidate demonstrated a deep understanding of each learner’s background and was able to use this information to inform instruction that meets the needs of all learners and articulates the connection between specific strategies, content and delivery to meet the needs of individual learners and groups of learners in the classroom.</p>	
<b>InTASC Standard 3: Learning Environment</b>				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<p>IT 3: <i>The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.</i></p> <p><b>Key Proficiencies: Learner rapport; pacing/transitions; classroom management</b></p>	<p>The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.</p>	<p>The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs, including in virtual environments.</p>	<p>The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.</p>	
<b>InTASC Standard 4: Content Knowledge</b>				
<p>IT 4: <i>The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.</i></p> <p><b>Key Proficiencies: Content representation; content clarify; instructional strategies for content.</b></p>	<p>The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear and/or was not able to provide an effective alternate explanation for learner misconceptions.</p>	<p>The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.</p>	<p>The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of experiences, and opportunities to build a higher-level of understanding of content for all learners.</p>	
<b>InTASC Standard 5: Application of Content</b>				



Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<p>IT 5: <i>The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i></p> <p><b>Key Proficiencies: Problem solving; real-work application; cross-curricular connections</b></p>	<p>The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of problem solving and/or did not explore content through real-world and cross-curricular connections.</p>	<p>The evidence indicates that the Candidate used collaborative problem solving as a way to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners.</p>	<p>The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners leading to a higher level of learner understanding of content.</p>	
<b>InTASC Standard 6: Assessment</b>				
<p>IT 6: <i>The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.</i></p> <p><b>Key Proficiencies: Varied assessments; data analysis; feedback</b></p>	<p>The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning by using a variety of assessments therefore did not have opportunities of feedback or analysis of learner data to inform future instruction. Candidate did not consider incorporation of the use of technology in an effective manner for assessment.</p>	<p>The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction. Candidate incorporated the use of technology, as appropriate, to provide feedback that accommodated learner needs.</p>	<p>The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities, and the Candidate consistently analyzed data to inform instruction, with a clearly articulated rationale for data-based instructional decisions. Candidate incorporated the use of technology, as appropriate, to provide feedback that accommodated learner needs.</p>	
<b>InTASC Standard 7: Planning for Instruction</b>				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<p>IT 7: <i>The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i></p> <p><b>Key Proficiencies: Lesson objectives; building on prior knowledge</b></p>	<p>The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge. Candidate did not consider incorporation of digital tools and resources in an effective manner for instruction.</p>	<p>The evidence indicates that the Candidate planned challenging activities leveraging digital tools and resources, as appropriate, and using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.</p>	<p>The evidence indicates that the Candidate planned challenging activities leveraging digital tools and resources, as appropriate, and using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.</p>	
<b>InTASC Standard 8: Instructional Strategies</b>				
<p>IT 8: <i>The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i></p> <p><b>Key Proficiencies: Varied instructional strategies and technologies; differentiation</b></p>	<p>The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not use at least one available technology to engage and challenge learners. Candidate did not consider incorporation of use of technology in an effective manner for instruction.</p>	<p>The evidence indicates that the Candidate used a variety of instructional strategies, including available technologies, as appropriate, to engage and challenge learners in differentiated learning situations.</p>	<p>The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate technologies, as appropriate, to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning.</p>	
<b>InTASC Standard 9: Professional Learning and Ethical Practice</b>				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<p>IT 9: <i>The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.</i></p> <p><b>Key proficiencies:</b> <b>Professional development; self-reflection; ethical manner</b></p>	<p>The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to needs identified through ethical and responsible self-reflection.</p>	<p>The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning and applied activities in their teaching in an ethical and responsible manner.</p>	<p>The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner.</p>	
<b>InTASC Standard 10: Leadership and Collaboration</b>				
<p>IT 10: <i>The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.</i></p> <p><b>Key Proficiencies:</b> <b>Collaboration; leadership</b></p>	<p>The evidence indicates that the Candidate collaborated with colleagues on a limited basis (mentor/other school professionals/ Supervisors) and other stakeholders with little influence on classroom activities.</p>	<p>The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/Supervisors) in leadership, school, and professional activities initiating, advocating, or leading activities in the classroom to improve and support learning for all.</p>	<p>The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/ Supervisors) in leadership activities to initiate, advocate, and/or lead activities with stakeholders to improve and support learning.</p>	

**Teacher Candidate Professional Dispositions**

\*Note: The disposition rubric should be completed collaboratively by the University Supervisor and Mentor Teacher for the Candidate. The University Supervisor will then enter the rubric ratings online in VIA.

<b>Teacher Candidate Name:</b>	
<b>Assessor(s):</b>	
<b>Date Assessed:</b>	

Education professionals are held to high standards, both inside and outside of the classroom. Educators are evaluated on their behaviors and interactions with learners, parents, other professionals, and the community at large. The behaviors observed reflect the *dispositions* held by education professionals at all stages in their careers, including as a candidate in CEHD’s teacher licensure programs.

Dispositions reflect one’s attitudes and deeply held beliefs. They can be positive (e.g., committed) or negative (e.g., apathetic). Dispositions are not directly “visible,” but are inferred from one’s actions. Throughout a candidate’s program of study at Mason, s/he/they should demonstrate behaviors that reflect positive dispositions befitting a professional. Dispositions are assessed multiple times during the teacher education program. Growth in one’s dispositions is developmental and can be informed through instruction, experience, and reflection. A single occurrence of dispositional issues might be due to a lack of understanding of the disposition and expectations of appropriate behaviors. It is important that an assessor rely on observations of candidate behaviors when assessing dispositions. Assessment of dispositions should not be used as a punitive action, but as an instructional tool to address developmental gaps or clarify the overt actions being assessed for each dimension of the disposition. The dispositions also align to the InTASC Core Teaching Standards, nationally accepted teaching standards. The alignment is noted in parentheses after each disposition.

**Directions for Assessors**

For each of the dimensions below, please rate the degree to which you observe the candidate’s proficiency with each disposition.

**Rating Scale:**

- **Not Observed (N/O):** The observer did not have the opportunity to observe the candidate conducting/ demonstrating the disposition. This rating should be used seldomly and a description of why should be provided in the rubric comment box.
- **Rarely Demonstrates:** Evidence of understanding and use of the disposition less than 30% of the time, including no demonstration.
- **Sometimes Demonstrates:** Evidence of understanding and commitment to the disposition less than 90% of the time.

- **Consistently Demonstrates:** Evidence of understanding and commitment to the disposition more than 90% of the time. When this tool is used in the final internship, this is the target score.
- **Not Applicable (N/A):** The candidate did not have the opportunity to conduct/demonstrate. This rating should be used seldomly, and a description of why should be provided in the rubric comment box.

<b>Disposition</b>	<b>Not Observed (N/O) <i>Comment Required</i></b>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A) <i>Comment Required</i></b>
	<b>PROFESSIONALISM</b>				
<b>Attendance</b> <i>Punctual; arrives early when needed; stays the agreed-upon amount of time</i> <b>InTASC Standard 9</b>		Rarely attends sessions or is present for the full duration of the session.	Sometimes attends and arrives on time.	Attends all sessions, arrives on time, and stays for the entire duration.	
<b>Responsibility and Dependability</b> <i>Is responsible, dependable; observant of school policies and procedures; conforms to the professional expectations of the school site</i> <b>InTASC Standard 9</b>		Rarely adheres to school policies, procedures and/or expectations of the school site.	Sometimes adheres to school policies, procedures and expectations of the school site.	Adheres to all school policies, procedures and expectations of the school site.	
<b>Preparedness</b> <i>Is prepared for the day upon arrival which includes presenting complete lesson plans and materials in advance for feedback</i>		Rarely prepared with lesson plans and/or necessary materials.	Sometimes brings completed lesson plans and necessary materials.	Brings completed lesson plans and necessary materials.	

<b>Disposition</b>	<b>Not Observed (N/O) <i>Comment Required</i></b>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A) <i>Comment Required</i></b>
<b>InTASC Standard 9</b>					
<b>Participation in Non-Classroom Activities</b> <i>Is responsive to requests from mentor teacher to participate in non-classroom activities as needed</i> <b>InTASC Standard 9</b>		Rarely participate when requested and does not respond to mentor requests.	Sometimes participates when prompted and is responsive to mentor requests.	Participates and is responsive to mentor requests.	
<b>Professional Appearance</b> <i>Dress, demeanor, language, and teacher presence</i> <b>InTASC Standard 9</b>		Rarely presents a professional appearance.	Sometimes presents a professional appearance.	Presents a professional appearance in dress, demeanor, language, and teacher presence.	
<b>Ethics and High Expectations</b> <i>Exhibits the highest professional and scholarly ethics and upholds high expectations for all students - demonstrates respect for all</i> <b>InTASC Standard 9</b>		Rarely exhibits professional and ethical behavior, and does not uphold high expectations.	Sometimes upholds standards and holds high expectations.	Exhibits the highest professional and ethical standards, upholding high expectations for all.	
<b>Stamina and Flexibility</b> <i>Demonstrates stamina, flexibility, and a positive attitude - mindset allows for instructional</i>		Rarely demonstrates stamina, flexibility, and a positive attitude.	Sometimes demonstrates stamina, some flexibility and a positive attitude	Demonstrates stamina, flexibility, and a consistently positive attitude.	

<b>Disposition</b>	<b>Not Observed (N/O) <i>Comment Required</i></b>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A) <i>Comment Required</i></b>
<i>adjustments, anticipation of challenges</i> <b>InTASC Standard 5</b>					
<b>REFLECTIVE PRACTICE</b>					
<b>Disposition</b>	<b>Not Observed (N/O) <i>Comment Required</i></b>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A) <i>Comment Required</i></b>
<b>Welcomes &amp; Applies Feedback</b> <i>Welcomes assistance for improvement and problem solving - solicits feedback on planning, teaching, and assessment of student learning</i> <b>InTASC Standard 2</b>		Rarely seeks or applies feedback for improvement.	Sometimes seeks and applies feedback.	Seeks and appropriately applies feedback for improvement.	
<b>Reflects on Professional Practice</b> <i>Explains personal vision and professional judgements using research-based theory and practice</i> <b>InTASC Standard 9</b>		Rarely reflects on practice and personal vision for teaching/learning.	Sometimes reflects on practice, but depth and connections to research-based theory are needed.	Reflects deeply, explaining professional judgments using research-based theory and practice.	
<b>Skills &amp; Knowledge for Responsive Teaching</b> <i>Possesses the basic skills and knowledge to</i>		Rarely identifies and addresses content gaps.	Sometimes identifies and addresses content gaps.	Identifies and addresses content gaps related to	

<b>Disposition</b>	<b>Not Observed (N/O) <i>Comment Required</i></b>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A) <i>Comment Required</i></b>
<i>guide students' learning in culturally and linguistically responsive ways; identifies/addresses content gaps related to teaching assignments.</i> <b>InTASC Standard 5</b>				teaching assignments.	

**COMMUNICATION**

<b>Disposition</b>	<b>Not Observed (N/O) <i>Comment Required</i></b>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A) <i>Comment Required</i></b>
<b>Proactive Communication</b> <i>Contacts University Supervisor/Course Instructor at the first sign of any difficulties or concerns</i> <b>InTASC Standard 9</b>		Rarely communicates proactively, leading to unresolved issues.	Sometimes communicates proactively but not consistently.	Communicates proactively to address questions, concerns, or issues.	
<b>Professional Communication</b> <i>Communicates professionally verbally and electronically with all stakeholders</i> <b>InTASC Standard 10</b>		Rarely communicates professionally, both verbally and electronically.	Sometimes communicates professionally, with occasional lapses.	Communicates professionally, both verbally and electronically, at all times.	
<b>Relationships with Colleagues and Support Staff</b>		Rarely develops and maintains positive relationships.	Sometimes develops and maintains relationships.	Develops and maintains positive, productive professional	



<b>Disposition</b>	<b>Not Observed (N/O) <i>Comment Required</i></b>	<b>Rarely Demonstrates (1)</b>	<b>Sometimes Demonstrates (2)</b>	<b>Consistently Demonstrates (3)</b>	<b>Not Applicable (N/A) <i>Comment Required</i></b>
<i>Develops and maintains positive, productive professional relationships with all professional colleagues and support staff</i> <b>InTASC Standard 10</b>				relationships with all colleagues and support staff.	
<b>Classroom Interactions</b> <i>Encourages positive classroom interactions - actively engages with students in culturally competent ways</i> <b>InTASC Standard 3</b>		Rarely engages with students in positive culturally competent ways.	Sometimes engages positively with students, but needs improvement in cultural competence.	Actively engages with students in culturally competent ways, promoting positive interactions.	
<b>Communication with Families</b> <i>Follows school policies regarding communication with families - maintains confidentiality of information about colleagues, school sites and students unless disclosure serves a professionally compelling purpose or is required by law</i> <b>InTASC Standard 10</b>		Rarely follows school policies regarding communication; lacks confidentiality in communications with families.	Sometimes follows policies regarding communication; usually confidential in communications with families.	Follows school policies regarding communication; maintains confidentiality in communications with families.	

## CEC Internship Evaluation Rubric

### CEC Internship Rubric

#### Scoring Guidelines for CEC Items

**3-Exceeds Expectations:** Candidates receive a score of 3 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

**2-Meets Expectations:** This is the **TARGET** score. Candidates receive a score of 2 if they perform at the expectations of candidates at this point in their programs. There is evidence that candidates have successfully met expectations for the key element.

- Note: If a Teacher Candidate is progressing in this element but is not quite fully meeting the expectations, Candidates receive a score of 2 and evidence should be provided in the rubric to document their progress towards the key element.

**1-Does Not Meet Expectations:** Candidates receive a score of 1 if they perform below the expectations of candidates at this point in their programs. There is evidence that the candidate does not meet expectations for the key element, which may be due to lack of performance or evidence provided, or evidence that the candidate’s performance was inconsistent or insufficient to demonstrate mastery of the key element.

**N/A-Not applicable:** Candidates may receive a rating of N/A on items where evaluation is not possible given the internship placement/setting.

In the rubric below, the 2-Meets Expectations column includes examples of evidence that might support a rating of 2. Please note that this is not an exhaustive list, and there may be other types of evidence that indicate a rating of 2-Meets Expectations.

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<b>CEC Standard 2: Learning Environments</b>				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<i>CEC 2a. Creates an orderly and supportive environment by designing and managing routines; effectively manages teaching and learning.</i>	Candidate inconsistently designs and manages classroom routines, creating an environment which is not consistently orderly and supportive. Candidate inconsistently manages teaching and learning.	Candidate creates an orderly and supportive environment by designing and managing classroom routines and has implemented some supports for effective management of teaching and learning.	Candidate reflects on the needs of the learners with visual impairment in order to create an orderly and supportive environment. Candidate manages classroom routines and is responsive to the changing needs of the students with visual impairment. Candidate effectively manages teaching and learning.	
<i>CEC 2b. Motivates students with visual impairment through interesting and challenging activities.</i>	Candidate inconsistently motivates students with visual impairment through activities.	Candidate motivates students with visual impairment through interesting and challenging activities.	Candidate takes student interests and abilities into consideration and designs a variety of learning activities which motivate and challenge students with visual impairment. Candidate offers choices to students with visual impairment when possible to increase motivation.	
<i>CEC 2c. Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.</i>	Candidate creates a safe, equitable, positive, and supportive learning environment in which diversities are valued but does not demonstrate that diversities are valued.	Candidate creates 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 create a safe, equitable, positive, and supportive learning environment in which diversities are valued. Candidate reflects upon students' linguistic and cultural background and considers the class diversity while establishing the learning environment.	
<i>CEC 2d. Design learning environments that encourage active participation in individual and group activities.</i>	Candidate inconsistently designs learning environments that encourage participation in individual and group activities.	Candidate designs learning environments that encourage active participation in individual and group activities.	Candidate integrates social skills instruction and strategies for enhancing motivation for each individual student and the group as a whole as they design learning environments that encourage active participation in individual and group activities.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<i>CEC 2e. Modifies the learning environment to manage behaviors, time, space, and materials to keep students with visual impairment productively involved in learning.</i>	Candidate fails to modify the learning environment to manage behaviors, time, space, and materials to keep students with visual impairments productively involved in learning.	Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep students with visual impairments productively involved in learning.	Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep students with visual impairments productively involved in learning. Candidate establishes clear classroom procedures, discourages disruptions, and promotes interaction with students with visual impairments.	
<i>CEC 2f. Demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.</i>	Candidate demonstrates the ability to manage two or more classroom activities simultaneously but fails to provide attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each. Candidate moves easily from one activity to the other, making adaptations as necessary to ensure student success.	
<i>CEC 2g. Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.</i>	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.	
<i>CEC 2h. Communicates high expectations while respecting individual differences and cultural diversity.</i>	Candidate fails to communicate high expectations for all students with visual impairment.	Candidate promotes appropriate student behavior through clear communication of high expectations for all students with visual impairment.	Candidate communicates high expectations; develops an awareness of student behavior within the context of student background and cultural diversity.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 2i. <i>Uses the least intensive behavior management strategy consistent with the needs of the individual with visual impairment.</i>	Candidate uses behavior management strategies which do not meet the needs of the individual with visual impairment.	Candidate uses the least intensive behavior management strategy consistent with the needs of the individual with visual impairment.	Candidate gathers background information on the individual with visual impairment and reflects upon this information in order to determine the most appropriate least intensive behavior management strategy. Candidate implements this strategy, makes modifications as needed, and reflects on the efficacy of the strategy following the intervention.	
CEC 2j. <i>Establishes and maintains rapport with individuals with and without visual impairment.</i>	Candidate inconsistently demonstrates caring, friendly interactions with students with visual impairment and fails to develop a rapport with students with and without visual impairment.	Candidate establishes caring, friendly interaction with students with visual impairment by modeling respect for differences.	Candidate evaluates and adjusts practice to maintain caring, respectful, and equitable student relationships.	
<b>CEC Standard 4: Assessment</b>				
CEC 4a. <i>Creates and explains criteria for assessing student work.</i>	Candidate does not explain criteria for assessing student work. Criteria for assessing/monitoring student progress. Criteria for assessment are non-existent or inappropriate for the lesson/task.	Candidate creates and explains criteria for assessing student work.	Candidate chooses appropriate assessment tools, communicates criteria to students with visual impairment and collaborative team, confirms their understanding, and applies criteria consistently.	
CEC 4b. <i>Plans for using various methods to assess students' learning.</i>	Candidate fails to plan for using various methods to assess students' learning.	Candidate plans for using various methods to assess students' learning.	Candidate plans for using various evidence-based methods to assess students' learning.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 4c. <i>Assesses for understanding and mastery through observation of students' performance and evaluation of their work.</i>	Candidate inconsistently assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate assesses for understanding and mastery through observation of students' performance and evaluation of their 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 students with visual impairment and other key stakeholders.	
CEC 4d. <i>Involves and guides students with visual impairment in assessing and reflecting on their own learning.</i>	Candidate inconsistently involves and guides students with visual impairment in self-assessment of learning.	Candidate involves and guides students with visual impairment in assessing and reflecting on their own learning.	Candidate provides guidelines/tools for students' self-reflection about work progress, completion, and quality.	
CEC 4e. <i>Keeps records of students' progress and problems and uses data from multiple sources to assess student learning.</i>	Candidate fails to keep records of students' progress or does not use student assessment data to make instructional decisions.	Candidate keeps records of students' progress and problems and uses data from multiple sources to assess student learning.	Candidate maintains records of students' progress and reflects on 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 4f. <i>Develops or modifies individualized assessment strategies.</i>	Candidate fails to develop or modify individualized assessment strategies.	Candidate develops or modifies individualized assessment strategies.	Candidate develops, modifies, and reflects upon individualized assessment strategies in order to gather a variety of data for instructional decision-making.	
CEC 4g. <i>Analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).</i>	Candidate reviews assessment data and identifies links to current instructional plans but fails to analyze student assessment data or use the data to improve instructional practice.	Candidate analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).	Candidate uses individual and group progress data to reflect on teaching effectiveness; identifies specific adjustments needed to improve student learning outcomes for all students with visual impairment (summative).	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 4h. <i>Uses assessment data to profile student learning and guide instruction (formative).</i>	Candidate does not use student assessment data to make instructional decisions (formative).	Candidate uses assessment data to profile student learning and guide instruction (formative).	Candidate evaluates assessment data to develop individual and group profiles that reflect progress of all students with visual impairment and addresses levels of need and learning accomplishments (formative).	
<b>CEC Standard 5: Instructional Planning and Strategies</b>				
CEC 5a. <i>Selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with visual impairment and settings.</i>	Candidate selects and implements a variety of evidence-based practices but fails to make adaptations that promote student understanding for all students with visual impairment.	Candidate selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with visual impairment and settings.	Candidate uses multiple evidence-based strategies, resources, and technologies in units of instruction that promote student understanding for all students with visual impairment.	
CEC 5b. <i>Selects a variety of learning experiences, media and materials to accommodate different styles and levels of learning.</i>	Candidate selects only one type of learning experiences/adaptations, media and materials including technology.	Candidate selects a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.	Candidate selects, adapts, and implements a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.	
CEC 5c. <i>Adapts pacing, methods, and materials utilizing feedback from students with visual impairment.</i>	Candidate inconsistently adapts pacing, methods and materials.	Candidate adapts pacing, methods, and materials utilizing feedback from learners with visual impairment and/or based on performance data of learners with visual impairment.	Candidate reflects on the efficacy of pacing, methods and materials and makes adaptations as needed.	
CEC 5d. <i>Provides opportunities for learners with visual impairment to work independently and in cooperative groups.</i>	Candidate inconsistently provides opportunities for learners with visual impairment to work independently and in cooperative groups.	Candidate provides opportunities for learners with visual impairment to work independently and in cooperative groups.	Candidate provides structured opportunities and provides formative feedback to learners with visual impairment to allow them to work independently and in cooperative group.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 5e. <i>Encourages critical thinking and problem solving through prompts, questioning, and application.</i>	Candidate inconsistently provides prompts, questions and application opportunities.	Candidate encourages critical thinking and problem solving through prompts, questioning, and application. Strategies for learners with additional disabilities include self-awareness skills, self-management, and self-control skills.	Candidate encourages critical thinking and problem solving on a consistent basis through prompts, questioning, and application.  Strategies for learners with additional disabilities include self-awareness skills, self-management, and self-control skills.	
CEC 5f. <i>Demonstrates competence in using technology to achieve instructional objectives.</i>	Candidate fails to demonstrate competence in using technology to achieve instructional objectives.	Candidate demonstrates competence in using technology to achieve instructional objectives.	Candidate demonstrates high levels of skill in using technology to achieve instructional objectives.	
CEC 5g. <i>Develops and selects instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.</i>	Candidate does not develop or select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.	Candidate uses instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences.	Candidate uses instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences on a consistent basis	
CEC 5h. <i>Uses strategies to facilitate maintenance and generalization of skills across learning environments</i>	Candidate does not use strategies to facilitate maintenance and generalization of skills across learning environments	Candidate uses strategies to facilitate maintenance and generalization of skills across learning environments	Candidate uses multiple strategies to facilitate maintenance and generalization of skills across learning environments	
CEC 5i. <i>Select and adapt materials in Braille, accessible print, and other formats.</i>	Candidate does not select and adapt materials in braille, accessible print, and other formats.	Candidate select and adapt materials in braille, accessible print, and other formats.	Candidate selects and adapts high quality materials in braille, accessible print, and other formats.	



Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<b>CEC 5j. Demonstrates use of adaptive technologies for tactile learners with visual impairment</b>	Candidate fails to demonstrate competence in teaching use of braillewriter, slate and stylus, and computer technology to produce Braille materials.	Candidate demonstrates competence in teaching use of braillewriter, slate and stylus, and computer technology to produce Braille materials.	Candidate demonstrates high-levels of competence in teaching use of braillewriter, slate and stylus, and computer technology to produce Braille materials.	
<b>CEC 5k. Teaches the use of the abacus, talking calculator, tactile graphics, and adapted science equipment</b>	Candidate fails to demonstrate competence in teaching the use of abacus, talking calculator, tactile graphics, and adapted science equipment.	Candidate demonstrates competence in teaching the use of abacus, talking calculator, tactile graphics, and adapted science equipment.	Candidate demonstrates high-level competence in teaching the use of abacus, talking calculator, tactile graphics, and adapted science equipment.	
<b>CEC 5l. Teaches literacy skills to individuals who have vision loss as well as other disabilities</b>	Candidate fails to demonstrate competence in teaching literacy to students with visual impairment.	Candidate demonstrates competence in teaching literacy skills to learners with vision loss, including those with multiple disabilities.	Candidate takes a proactive role in facilitating literacy instruction, drawing on evidence based-practices and collaborating with other team members to meet the needs of students with visual impairments and those who have other disabilities.	
<b>CEC 5m. Uses strategies to support and enhance communication skills of individuals with visual impairment.</b>	Candidate uses limited strategies to support and enhance communication skills of individuals with visual impairment.	Candidate uses strategies to support and enhance communication skills of individuals with visual impairment.	Candidate uses evidence based strategies, appropriate technology, including assistive technology, when appropriate, and modeling to support and enhance communication skills of individuals with visual impairment.	
<b>CEC 5n. Uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.</b>	Candidate uses limited strategies to individualize the curriculum to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses evidence based communication strategies, appropriate technology, collaboration with ELL teachers, and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<i>CEC 5o. Uses assessment data from informal reading inventories to develop instructional plans for learners with visual impairment.</i>	Candidate develops instructional plans for learners with visual impairment without taking assessment data from informal reading inventories into account.	Candidate uses assessment data from informal reading inventories to develop instructional plans for learners with visual impairment.	Candidate uses assessment data from informal reading inventories and current evidence based practices to develop instructional plans for learners with visual impairment.	
<i>CEC 5p. Uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans that meet the developmental and academic needs of diverse learners with visual impairment.</i>	Candidate employs educational practices that are not research-based and develops units and lesson plans that fail to meet the needs of the diverse learners with visual impairment.	Candidate uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans that meet the developmental and academic needs of diverse learners with visual impairment.	Candidate uses a wide variety of materials and resources to access and build upon students' prior knowledge, interests, instructional and linguistic needs to extend student understanding. Candidate reflects on educational practices and makes changes to those practices based upon research base as well as knowledge of students' diverse needs and experiences.	
<i>CEC 5q. Sequence, implement, and evaluate individualized learning objectives</i>	Candidate plans a sequence of activities which is not focused on individualized learning objective(s).	Candidate plans a sequence of activities, which are focused on individualized learning objective(s).	Candidate plans a sequence of activities which is focused on individualized learning objective(s) and builds off of students' prior knowledge, life experiences and interests.	
<i>CEC 5r. Facilitates learning experiences that incorporate self-direction, interaction, choice, and consideration of multiple perspectives</i>	Candidate is overly directive in class, misses most opportunities for students with visual impairment to learn self-direction, make choices, and share their perspectives.	Candidate facilitates learning experiences that incorporate self-direction, interaction, choice, and consideration of multiple perspectives.	Candidate analyzes the effectiveness of student interactions during learning experiences and incorporates self-directed activities appropriate for the cognitive and social development and skill set of students with visual impairment.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<i>CEC 5s. Gathers, creates, and organizes materials and equipment in advance.</i>	Candidate uses class time to gather and organize materials due to their inability to prepare in advance.	Candidate gathers, creates, and organizes materials and equipment in advance.	Candidate gathers a variety of materials and equipment in advance of class and uses instructional assessments to make decisions about which materials are most appropriate for each individual with exceptional learning needs.	
<i>CEC 5t. Incorporates and implements instructional and assistive technology into the educational program.</i>	Candidate fails to incorporate instructional and assistive technology into the educational program.	Candidate incorporates and implements instructional and assistive technology into the educational program.	Candidate incorporates and implements a variety of instructional and assistive technology into the educational program on a daily basis to meet the needs of individuals with visual impairment.	
<i>CEC 5u. Evaluates and modifies instructional practices in response to ongoing assessment data.</i>	Candidate fails to use assessment data to make instructional decisions.	Candidate evaluates and modifies instructional practices in response to ongoing assessment data.	Candidate evaluates assessment data to develop individual and group profiles that reflect progress of all students with visual impairment and addresses levels of need and learning accomplishments.	
<i>CEC 5v. Provides opportunities for learners with visual impairment to participate actively and successfully at different levels.</i>	Candidate provides only one level of instruction for the entire class and/or caseload.	Candidate provides opportunities for learners with visual impairment to participate actively and successfully at different levels.	Candidate evaluates assessment data to develop individual profile that reflects progress of all students with visual impairment and uses these profiles to design and provide opportunities for learners with visual impairment to participate actively and successfully at different levels.	
<i>CEC 5w. Use functional assessments to develop intervention plans.</i>	Candidate develops intervention plans without the use of data from functional assessments.	Candidate uses functional assessments to develop intervention plans.	Candidate uses multiple data points including functional assessment to develop intervention plans.	
<b>CEC Standard 6: Professional Learning and Ethical Practice</b>				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 6a. <i>Exhibits a commitment to professional standards associated with their areas of expertise.</i>	Candidate fails to provide evidence that professional standards have been integrated into work with students with visual impairment.	Candidate exhibits a commitment to professional standards associated with their areas of expertise.	Candidate extends own professional practice by reflecting on professional literature or by being a member of a professional organization or by attending professional workshops, seminars, and/or conferences.	
CEC 6b. <i>Demonstrates courtesy and caring in relationships with students with visual impairment.</i>	Candidate fails to build relationships with the students with visual impairment, maintaining too much distance or demonstrating a lack of courtesy and caring.	Candidate demonstrates courtesy and caring in relationships with students with visual impairment.	Candidate consistently exhibits appropriate rapport, courtesy and caring in relationship with students with visual impairment based on reflection.	
CEC 6c. <i>Supports learning environments that encourage the academic, social, and professional growth of all students with visual impairment.</i>	Candidate fails to provide evidence that they have considered the different abilities, needs, learning styles, and cultures of students with visual impairment in classroom work.	Candidate supports learning environments that encourage the academic, social, and professional growth of all students with visual impairment.	Candidate reflects on work with students to determine how well a positive learning environment was created and considers different approaches to meeting the needs of students with visual impairment.	
CEC 6d. <i>Guides student behavior and moral development through an emphasis on personal responsibility for the common good.</i>	Candidate does not emphasize personal responsibility and fails to guide student behavior and moral development.	Candidate guides student behavior and moral development through an emphasis on personal responsibility for the common good.	Candidate guides student behavior and moral development through an emphasis on personal responsibility for the common good and models this responsibility for the class through their daily actions.	
CEC 6e. <i>Presents content accurately and instructions clearly.</i>	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.	
CEC 6f. <i>Demonstrates growth and dissemination of professional knowledge and skills.</i>	Candidate fails to demonstrate growth of professional knowledge and skills.	Candidate demonstrates growth and dissemination of professional knowledge and skills.	Candidate accepts constructive criticism, and demonstrates growth and dissemination of professional knowledge and skills.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 6g. <i>Reflect on one's practice to improve instruction and guide professional growth</i>	Candidate displays no evidence of the ability or willingness to reflect on effectiveness, is unaware of effectiveness or student learning.	Candidate reflects on his/her professional practice, including personal teaching and learning style.	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.	
CEC 6h. <i>Practices within one's skill limits and obtains assistance as needed.</i>	Candidate refuses to obtain assistance when needed and practices beyond his or her skill limit.	Candidate engages in reflective practice (practices within one's skill limits and obtains assistance as needed).	Candidate actively seeks feedback and constructive criticism in the classroom and engages in reflective practice (practices within one's skill limits and obtains assistance as needed).	
CEC 6i. <i>Demonstrates responsibility, dependability, flexibility, and a positive attitude.</i>	Candidate is late to meetings, misses deadlines or needs to be reminded often of obligations. Candidate demonstrates a negative attitude.	Candidate demonstrates responsibility, dependability, flexibility, and a positive attitude.	Candidate reflects on ability to meet expectations, plans and carries out tasks associated with role promptly, and consistently displays a positive attitude.	
CEC 6j. <i>Observes school policies and procedures.</i>	Candidate violates school policies and procedures.	Candidate observes school policies and procedures.	Candidate consistently observes and enforces school policies and procedures.	
CEC 6k. <i>Projects a professional image in terms of demeanor and appearance.</i>	Candidate dresses or behaves in an unprofessional manner.	Candidate projects a professional image in terms of demeanor and appearance.	Candidate projects a professional image in terms of demeanor and appearance and encourages students with visual impairment to do the same.	
CEC 6l. <i>Demonstrates effective oral communication skills.</i>	Candidate's oral communication is difficult to understand or follow, making it ineffective.	Candidate demonstrates effective oral communication skills.	Candidate demonstrates highly effective oral communication skills making material presented verbally easy to understand and follow.	
CEC 6m. <i>Demonstrates effective written communication skills.</i>	Candidate's written communication is difficult to understand or follow, making it ineffective.	Candidate demonstrates effective written communication skills.	Candidate demonstrates highly effective written communication skills making material presented in writing easy to understand and follow.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<i>CEC 6n. Demonstrates high expectations for all students with visual impairment to develop the highest possible learning outcomes and quality of life.</i>	Candidate fails to support student learning and displays evidence of low expectations for at least some students with visual impairment.	Candidate demonstrates high expectations for all students with visual impairment to develop the highest possible learning outcomes and quality of life.	Candidate provides emotional and academic support to students with visual impairment and communicates confidence in their ability to complete assigned work and modifies plans to provide opportunities for all students with visual impairment to meet or exceed objectives through supportive critique of student learning that reflects challenging ideas and suggestions.	
<i>CEC 6o. Demonstrates commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.</i>	Candidate fails to demonstrate a commitment to developing the highest education and quality of life potential of individuals with exceptional learning needs.	Candidate demonstrates commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs.	Candidate demonstrates and reflects on commitment to developing the highest education and quality of life potential of individuals with exceptional learning needs.	
<b>CEC Standard 7: Collaboration</b>				
<i>CEC 7a. Communicate effectively with families of individuals with exceptionalities from diverse backgrounds.</i>	Candidate fails to provide evidence of planning to collaborate with parents.	Candidate communicates regularly with parents and involves them in problem solving and learning activities.	Candidate regularly encourages family involvement in student learning through collaboration to engage additional support resource assistance when needed.	
<i>CEC 7b. Engages in productive relationships with professional colleagues and support staff.</i>	Candidate fails to provide evidence of planning to collaborate with professional colleagues and support staff.	Candidate engages in productive relationships with professional colleagues and support staff.	Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a collaborator.  Candidate demonstrates an ability to work with others as equals.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
<i>CEC 7c. Maintains confidential communication about students with visual impairment</i>	Candidate shares confidential information about students with visual impairment needs with outside parties.	Candidate maintains confidential communication about students with visual impairment.	Candidate maintains confidential communication about students with visual impairment and is observed stressing the importance of confidentiality with other stakeholders including paraprofessionals.	
<i>CEC 7d. Fosters respectful and beneficial relationships between families and professionals.</i>	Candidate is disrespectful when dealing with families and professionals.	Candidate fosters respectful and beneficial relationships between families and professionals.	Candidate reflects upon relationships with families and professionals and interprets reflections effectively in order to improve communication and interactions.	
<i>CEC 7e. Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.</i>	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 reflects upon, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates and reflects on the ability to successfully integrate individuals with exceptional learning needs into various settings.	
<i>CEC 7f. Observes, evaluates, and provides feedback to paraeducators.</i>	Candidate fails to observe, evaluate and provide feedback to paraeducators.	Candidate observes, evaluates, and provides feedback to paraeducators.	Candidate articulates positions, is proactive in classroom management and staff management, and works actively for the betterment of teaching and learning in the classroom.	
<i>CEC 7g. Models techniques and coaches others in the use of evidence-based instructional methods and accommodations.</i>	Candidate incorrectly models techniques and fails to coach others in the use of evidence-based instructional methods and accommodations.	Candidate models techniques and coaches others in the use of evidence-based instructional methods and accommodations.	Candidate models a wide variety of evidence-based instructional methods and accommodations and coaches others in the effective implementation, monitoring, and reflection of these strategies.	

## InTASC Internship Evaluation Rubric

### Scoring Guidelines for InTASC Items

**3- Highly Proficient:** Rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a Candidate at this stage of development, integrates thorough understanding of relevant professional literature/research. All key proficiencies for the standard are met at a level beyond expectations for pre-service teachers.

**2-Proficient:** Well developed, good quality (may include very few errors in mechanics, and shows clarity of thinking), fully meets expectations for a Candidate at this stage of development, shows understanding of relevant professional literature/research. All key proficiencies for the standard are met at a level expected for pre-service teachers. This is the **TARGET** score.

**1-Not Proficient:** Superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most Candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research. At least one listed key proficiency for the standard is not met.

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
InTASC Standard 1: Learner Development				



Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<i>IT 1. The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</i>	The evidence indicates that the Candidate demonstrated a partial understanding of learners' developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners; instruction was inappropriate and/or inaccessible for groups of learners.	The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.	The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.	
<b>InTASC Standard 2: Learner Differences</b>				
<i>IT 2. The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i>	The evidence indicates that the Candidate demonstrated only partial familiarity with the learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and/or was unable to use this information to inform instruction to meet the needs of the learner.	The evidence indicates that the Candidate demonstrated familiarity with groups' and individual learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and was able to use this information to inform instruction to create a positive culture of respect and rapport in the classroom that meets the needs of all learners.	The evidence indicates that the Candidate demonstrated a deep understanding of each learner's background and was able to use this information to inform instruction that meets the needs of all learners and articulates the connection between specific strategies, content and delivery to meet the needs of individual learners and groups of learners in the classroom.	
<b>InTASC Standard 3: Learning Environment</b>				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<i>IT 3: The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.</i>	The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.	The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs, including in virtual environments.	The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.	
<b>InTASC Standard 4: Content Knowledge</b>				
<i>IT 4: The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.</i>	The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear and/or was not able to provide an effective alternate explanation for learner misconceptions.	The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.	The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content - related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of experiences, and opportunities to build a higher - level of understanding of content for all learners.	
<b>InTASC Standard 5: Application of Content</b>				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<i>IT 5: The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</i>	The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of problem solving and/or did not explore content through real-world and cross-curricular connections.	The evidence indicates that the Candidate used collaborative problem solving as a way to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners.	The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners leading to a higher level of learner understanding of content.	
<b>InTASC Standard 6: Assessment</b>				
<i>IT 6: The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.</i>	The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning by using a variety of assessments therefore did not have opportunities of feedback or analysis of learner data to inform future instruction.	The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.	The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities, and the Candidate consistently analyzed data to inform instruction, with a clearly articulated rationale for data-based instructional decisions.	
<b>InTASC Standard 7: Planning for Instruction</b>				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<i>IT 7: The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</i>	The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.	The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.	The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.	
<b>InTASC Standard 8: Instructional Strategies</b>				
<i>IT 8: The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</i>	The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not use at least one available technology to engage and challenge learners.	The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiated learning situations.	The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning.	
<b>InTASC Standard 9: Professional Learning and Ethical Practice</b>				

Key Elements	Not Proficient 1	Proficient 2	Highly Proficient 3	Rating Earned / Evidence
<i>IT 9: The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.</i>	The evidence indicates that the Candidate did not participate in professional development in professional development not relevant to needs identified through ethical and responsible self-reflection	The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning and applied activities in their teaching in an ethical and responsible manner.	The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner.	
<b>InTASC Standard 10: Leadership and Collaboration</b>				
<i>IT 10: The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.</i>	The evidence indicates that the Candidate collaborated with colleagues on a limited basis (mentor/other school professionals/ Supervisors) and other stakeholders with little influence on classroom activities.	The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/Supervisors) in leadership, school, and professional activities initiating, advocating, or leading activities in the classroom to improve and support learning for all.	The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/ Supervisors) in leadership activities to initiate, advocate, and/or lead activities with stakeholders to improve and support learning.	