ECED 793.001 Internship in Preschool Early Childhood Special Education (3:3:0)
Spring 2016
Internship Site

University Supervisor: Debby Fulcher
Phone: 703-993-4163
Office location: Thompson 1100
Office hours: by appointment only
Email address: dfulche1@gmu.edu **(preferred method of contact)**

Course Description:
Enables candidates to participate full time in a preschool internship in early childhood education/ early childhood special education. Links university course work to real world of working with diverse young learners and their families.

Prerequisite(s):
ECED 790: ECED 511, ECED 514, and Admission to the Early Childhood Education Prekindergarten - Third Grade Licensure Graduate Certificate Program. All endorsement and standardized test requirements (Praxis Core Academics Skills for Educators or qualifying substitution, Praxis II, and Virginia Communication and Literacy Assessment) must be met the semester prior to the internship.

ECED 793: ECED 511 and Admission to the Early Childhood Special Education Licensure Graduate Certificate Program. All standardized test requirements (Praxis Core Academic Skills for Educators or qualifying substitution and Virginia Communication and Literacy Assessment) must be met the semester prior to the internship.

Professional Standards:
This course is aligned with the standards established by the Council for Exceptional Children (CEC), National Association for the Education of Young Children (NAEYC), and the Interstate Teacher Assessment and Support Consortium (InTASC).

Nature of Internship Experiences:
Candidates enroll an internship with diverse preschool children (ages 3-5) setting. The internship takes place over 8 weeks. At least 75 hours must involve direct teaching. During the internship, interns are required to work the teacher contract hours. Virginia Licensure Regulations for School Personnel (2007) stipulate that interns "must be in classrooms full time." For detailed information about internship applications, procedures, and policies, go to http://cehd.gmu.edu/teacher/intpract/. Candidates will attend three seminar meetings during the 8 weeks internship. Seminar sessions will provide information as well as opportunities for discussion among interns and university supervisors.

Placements:
Candidates will be placed by the Clinical Practice Specialist in all teaching internships unless an on-the-job internship has been approved. All teaching placements must be arranged through the Clinical Practice Specialist who works directly with the surrounding school districts to set up appropriate internships. The ECE program at Mason currently has relationships with a variety of internship sites. Candidates will be assigned to work at sites under the mentorship of a mentor teacher (MT) and a university supervisor (US).

GMU Policies and Resources for Students
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check It regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles [http://cehd.gmu.edu/values/].

For GSE Syllabi
For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Collaboration

Collaboration is an important human activity that involves shared responsibility in promoting healthy, productive lives, and educational success. We commit ourselves to work toward these goals in genuine partnerships with individuals, families, community agencies, schools, businesses, foundations, and other groups at the local, regional, national, and international levels.

Ethical Leadership

In all professions represented by the college, leadership is an essential component denoting ability and willingness to help lead professional practice to higher levels. We commit ourselves to practice ethical leadership through deliberate and systematic attention to the ethical principles that guide all leaders in a moral society.

Innovation

We have a history of creating dynamic, innovative programs, and we are dedicated to continue creating innovative approaches in all areas of our work. We commit ourselves to seeking new ways to advance knowledge, solve problems, improve our professional practice, and expand on our successes.

Research-Based Practice

The best practice in any discipline is based upon sound research and professional judgment. We commit ourselves to basing our instruction, scholarship, and policy recommendations on well-established principles that, wherever possible, emerge from research and reflection on its implications for professional practice.

Social Justice

Social justice embodies essential principles of equity and access to all opportunities in society, in accordance with democratic principles and respect for all persons and points of view. We commit ourselves to promoting equity, opportunity, and social justice through the college's operations and its missions related to teaching, research, and service.

Course Requirements:

General Requirements:

1. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that candidates keep up with the readings and participate in class.

2. Attendance in class and/or online is important to candidate's learning; therefore, candidates are expected to make every effort to attend class sessions and/or complete online modules within the designated timeframe. Absences, tardiness, leaving early, and not completing online modules in the designated timeframe may negatively affect course grades. If, due to an emergency, candidates will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:

   Candidates are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual candidate, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Candidates who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

3. In line with Mason's policy that candidates should not be penalized because of observances of their religious holidays, candidates shall be given an opportunity to make up, within a reasonable time, any academic assignment that is missed due to individual participation in religious observances. It is the candidate's responsibility to inform the instructor of any intended absences for religious observations in advance of the class that will be missed. Notice should be provided in writing as soon as possible.

4. During face-to-face and live online meetings, cell phones, pagers, and other communicative devices are not allowed in this class. Candidates must keep them stowed away and out of sight. Laptops or tablets (e.g., iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, etc.) will result in a significant deduction in their participation grade.

5. It is expected that assignments will be turned in on time. However, it is recognized that candidates occasionally have serious problems that prevent work completion. If such a dilemma arises, candidates should speak to the instructor prior to the assignment due date (when possible). If the candidate does not communicate with the instructor, a late penalty will be applied.

6. Mason is an Honor Code university; please see the Office for Academic Integrity for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely. What does academic integrity mean in this course? Essentially this: when responsible for a task, candidates will perform that task. When candidates rely on someone else's work in an aspect of the performance of that task, they will give full credit in the proper, accepted form. Another aspect of academic integrity is the free play of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), candidates will ask for guidance and clarification.

Written Assignments:

All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If candidates are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://infoguides.gmu.edu/content.php?pid=39979. Candidates may consult the Writing Center for additional writing support.

Candidates will do the following:

1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)

2. Develop points coherently, definitively, and thoroughly.

3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)

4. Use correct capitalization, punctuation, spelling, and grammar.

Responsibilities:
Internships are regarded as a critical component of teacher education programs. The effectiveness of the internship experience depends upon the degree to which the whole team – **Candidate**, **Mentor Teacher**, **University Supervisor**, and **Course Instructors** – fulfill their responsibilities and establish a good working relationship. Open communication is extremely important. The program considers the intern to be "a work in progress."

Candidates

The candidate internship is a time to focus on the art of teaching and working with diverse young children and their families under the guidance and support of practicing professionals. Candidates must remain flexible in adapting to differences in school cultures, teaching styles, supervisor philosophies, and individual child/family needs.

Mentor Teacher

Mentor Teachers (MT) work in a variety of educational settings that serve culturally, linguistically, and ability diverse young children and their families. MTs have an important responsibility to be a mentor and instructor on issues specific to their workplace and the needs of the children and families that are served at that site. The candidate benefits greatly from being able to learn from courses and apply the knowledge in the field.

The program faculty believes that this integration of knowledge and classroom experience results in a better-prepared and more confident educator, who is able to work in a multitude of settings and with diverse young children and their families. The MT, with the assistance of the university supervisor (US), must be willing to act as a mentor by providing support and guidance for the candidate.

University Supervisors (US)

The University Supervisor (US) serves as a link between the school and Mason, providing support and guidance to both the candidate and the mentor teacher (MT). University supervisors (US) play a critical role in facilitating communication and in providing feedback, assistance, and evaluation for candidates.

Evaluation:

The US will work with the MT and the candidate to evaluate the candidate's progress throughout the internship. Evaluation tools will include, but are not limited to, the following:

- Weekly progress reports completed by the candidate and mentor teacher
- Edthena video uploads by the candidate with feedback from US and/or MT
- Formal observation reports (by the MT and the US)
- Mid-point and final evaluation forms
- *CAEP 4 Videotaped Lesson Implementation and Reflection Performance Based Assessment*
- *CAEP 5 Lesson Planning Performance Based Assessment*
- *Early Childhood Education / Early Childhood Special Education Preschool / Dual Early Childhood Education and Early Childhood Special Education Internship Documentation*

Internship Notebook

The Early Childhood Preschool Internship Documentation Notebook contains information related to the internship and documentation that the candidate has met elements of the Council of Exceptional Children standards (CEC), National Association of the Education of Young Children standards (NAEYC), and Interstate Teacher Assessment and Support Consortium standards (InTASC).

Lesson Plans

Candidates will submit weekly lesson plans to their MT for approval prior to teaching independently. More detailed daily lesson plans using a lesson plan format approved by the US will also be filed in the internship notebook and will be readily accessible to the MT and US. Daily lesson plans will be provided to the MT and/or US prior to scheduled observations.

Reflective Journal

Candidates will maintain a reflective journal throughout the internship. The journal may be electronic, handwritten, or a combination of both. Candidates should make the journal available to the US either electronically before the visit or in a hard copy during visits

Log of Hours

The Virginia application for teacher licensure requires reporting the amount of time spent in certain activities during the candidate's internship. The Mason state-approved licensure program may require more than the state's minimum requirements. Candidates are responsible for maintaining this record as part of the Internship Notebook. Candidates should record hours on the Log of Hours sheet each day. At the end of the internship, the log must be verified by the MT and reviewed by the US. It is the candidate's responsibility to ensure that the log is current and verified/reviewed.

Internship Policies:

Attendance

During the internship, candidates are required to work the teacher contract hours. Virginia Licensure Regulations for School Personnel (2007) stipulate that candidates "must be in classrooms full time." Candidates should maintain the same schedule as the MT, with the contract day as the minimum but not the norm. Candidates should consult with ECE faculty to determine whether the Mason schedule or the school system holiday schedule will be followed. This will vary from semester to semester, depending on when scheduled breaks and holidays fall. **Candidates will take the school system spring break, not the Mason spring break.**

Absences

Candidates follow the site policy regarding notification of absences for illness. All other absences must be approved in advance by the MT and principal/director. The US must be notified of all absences within 24 hours. The log of hours should also show any absences. Time missed may need to be made up.

Substituting

Candidates *are not* permitted to substitute during their internships.

Professional and Legal Responsibilities

Candidates are legally responsible for exercising "reasonable care" for students' welfare and for complying with federal, state, and local policy regulations. This is best accomplished through careful study of the teacher/employee handbook for the center, agency, or school where the candidate is assigned. Special attention should be given to responsibilities and procedures for dealing with suspected child abuse.

Confidentiality of Records

School division and Mason policies regarding student records will be followed. A candidate's evaluations may be shared with the MT, US, and responsible administrators until the US submits the candidate's folder to the Office of Academic and Student Affairs (OASA). After that time, access will be in accordance with the Privacy Act. No materials will be released by OASA for employment purposes other than for verification of meeting licensure standards. In addition, all records of children and families that interns may have access to during internships MUST be kept confidential.

Records Retention

Contents of cumulative folders will be retained for one year after completion of the internship. After that, the transcript and the Summary Form will be the only available record. Therefore, candidates should keep their own copies of evaluations, observations, logs, summaries, and other records.

Professional Recommendations

Most prospective employers expect applicants to submit recommendations in some form from their MT and US. If a negative recommendation is warranted, the candidate should be told.

Grading

The Graduate School of Education (GSE) has approved the following grading policy for ECED internships:

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with Mason policy for internships.

2. Degrees of Satisfactory performance by a candidate in Early Childhood Education will be documented on the Evaluation Profile by the MT and US.

3. The US shall determine the grade after consultation with MT. The US may also consult with the Academic Program Coordinator especially when the candidate may receive a No Credit or In Progress grade.

4. Candidates who receive a No Credit grade will not be recommended for teacher licensure unless they repeat all or part of the internship with satisfactory performance. This may require re-enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision.

5. Candidates whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for candidates upon completion of requirements – usually before the beginning of the next semester.

6. In some cases, a grade of No Credit may be accompanied by a recommendation that the candidate not be allowed to repeat the internship. In such cases, the candidate will be counseled out of the licensure program, but not necessarily out of the program.

Schedule:
A schedule of meetings and observations will be developed in collaboration with the candidate, US, and MT.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment, *CAEP 4 Video Analysis Assessment Task, and CAEP 5 Planning* to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Inclusive Early Childhood Education
CAEP Assessment 4
Student Teaching/Internship Performance
Video Analysis Assessment Task

Early Childhood Education CAEP Assessment 4 Student Teaching / Internship Performance is the Video Analysis Assessment and is in ECED 790 Internship With Diverse Preschool Children or ECED 793 Internship in Preschool Early Childhood Special Education and ECED 791 Internship With Diverse Infants and Toddlers or ECED 795 Internship in Kindergarten-Third Grade. This assessment shows evidence of meeting CEC Standard Elements 3.1 and 4.4 and NAEYC Standard Elements 1c, 4c, 4d, 6c, and 6d. As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed.

CEC Standards Assessed
CEC 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.
CEC 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

NAEYC Standards Assessed
NAEYC 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children
NAEYC 4c Using a broad repertoire of developmentally appropriate teaching /learning approaches
NAEYC 4d: Reflecting on own practice to promote positive outcomes for each child
NAEYC 6c Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.
NAEYC 6d Integrating knowledgeable, reflective, and critical perspectives on early education

As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed.
InTASC 1(b), 2(a), 3(d), 4(c), 4(d), 8(a), 8(d), 8(i), 9(a) 9(b), 9(d), 9(e), 9(l)

Assessment Objectives
- The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the student progress.
- The candidate will implement this plan and video record his/her teaching,
- The candidate will use all three levels of critical reflection to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.
- The candidate will review his/her teaching, and select and edit vignettes to use in critical reflection.
- The candidate will reflect upon a "critical incident" from a lesson and propose alternative ways of addressing the incident to impact future teaching.

Research Base
According to John Dewey (1933) reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Critical reflection delves even more deeply. Critical reflection allows candidates to make teaching decisions on the basis of a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions. The end result of critical reflection for the individual is cognitive change (Yost et al., 2011).

Van Manen (1977) describes three hierarchical levels of reflection:
- **Technical reflection** – focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used.
- **Practical reflection** – focuses on the assumptions underlying a specific practice and the consequences of that practice on student learning. It implies the assessment of the educational implications of actions and beliefs.
- **Critical reflection** – includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Candidates make connections between situations they encounter and the broader social, political, and economic forces that influence those events.

Brookfield (1990) noted that a "critical incident" is a 'vividly remembered event which is unplanned and unanticipated' (pg 84). Reflecting upon a critical incident can affect change in
- your thinking,
- your practice,
- your attitudes, and
- your understanding.

A critical incident might be an interaction with a student; it might be part of a teaching episode; it could be a parent interaction or just a solitary "ah-ha" moment. Your analysis will focus on what you learn from reflecting on this event.

Video Analysis Assessment Task
This assignment requires you to reflect at all three levels of reflection. During your internship you will record yourself teaching a lesson for which you have developed a detailed lesson plan. **Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context.**

This assignment consists of three parts: (a) a **lesson plan**, (b) **the holistic reflection,** and (c) **critical incident video clip and analysis**.
You will submit:
- **A Lesson Plan for the Recorded Lesson**
  Develop a lesson plan using the standard lesson plan format for your program and/or school placement. Make arrangements to videotape the lesson for use in analyzing a "critical incident." Teach the lesson. (After reflecting on the lesson you will be asked to

identify a "critical incident" in the lesson and highlight that section of the lesson before submitting it for this assignment.)

- **Holistic Reflection of the Lesson**
  After teaching the lesson, write a reflective statement about the teaching episode that includes each of the following levels of reflection: technical, practical, and critical.

- **Critical Incident Video Clip and Analysis**
  After reflecting on the lesson, select a segment of the lesson video (~5-10 minutes in length) that contains a critical incident. Highlight the section of the lesson plan that you select as your critical incident.

  The following should be used to guide your description and analysis of the critical teaching incident captured within your videotaped lesson:
  a. Provide a brief description of what is happening in the selected clip.
  b. Explain why this particular segment was selected.
  c. Briefly describe what went well and what aspects of the lesson you would like to revise.
  d. Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.
  e. Summarize what was learned and how it will impact your future teaching.

Video Analysis Project
Rubric

CRITERIA	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Lesson Plan and Teaching				
The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning. *InTASC 1(b)* *CEC 3.1* *NAEYC 1c*	The candidate's instruction **does not** take into account individual learners' strengths, interests, and needs and **does not** enable learners to advance and accelerate his/her learning.	The candidate creates instruction that takes into account **some students'** strengths, interests, and needs and that **enables some learners** to advance and accelerate his/her learning.	The candidate creates **developmentally appropriate instruction** that takes into account individual learners' strengths, interests, and needs and that **enables each learner** to advance and accelerate his/her learning.	The candidate creates **student-centered instruction** that is **developmentally appropriate** and takes into account individual learners' strengths, interests, and needs and that **enables each learner** to advance and accelerate his/her learning.
The candidate designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. *InTASC 2(a)* *NAEYC 4c*	The candidate **does not** design, adapt, or deliver instruction to address each student's diverse learning strengths and needs and **did not** create opportunities for students to demonstrate their learning in different ways.	The candidate designs, adapts, and delivers instruction to address **some student's** diverse learning strengths and needs and creates **few opportunities** for some students to demonstrate their learning in different ways.	The candidate designs, adapts, and delivers instruction to address **each student's** diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	The candidate designs, adapts, and delivers **student-centered instruction** that addresses **each student's** diverse learning strengths and needs and creates **multiple opportunities** for students to demonstrate their learning in different ways.

The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention. *InTASC 3(d)* *NAEYC 1c*	The candidate **does not plan** ways to manage the learning environment to actively **and/or** equitably engage learners. The candidate **does not** show evidence of organizing, allocating, and coordinating the resources of time, space, and learner's attention.	The candidate plans ways to **marginally** manage the learning environment to actively **and** equitably engage **some** learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.	The candidate plans ways to **effectively** manage the learning environment to actively and equitably engage **the majority** of learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.	The candidate plans ways to **effectively** manage the learning environment to actively and equitably engage **all** learners by **creatively** organizing, allocating, and coordinating the resources of time, space, and learner's attention.
The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline. *InTASC 4©* *NAEYC 4c*	The candidate **does not** engage learners in applying methods of inquiry and standards of evidence used in the discipline.	The candidate engages learners in applying methods of inquiry **but disregards the standards of evidence** used in the discipline.	The candidate **engages** learners in applying methods of inquiry and the **appropriate** standards of evidence used in the discipline.	The candidate engages learners in applying **multiple methods** of inquiry and **appropriate** standards of evidence used in the discipline by implementing **authentic tasks**.
The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. *InTASC 4(d)* *CEC 3.1*	The candidate **does not** stimulate learner reflection on prior content knowledge, does not link new concepts to familiar concepts, and does not make connections to learners' experiences.	The candidate stimulates learner reflection on prior content knowledge, **but neither links new concepts** to familiar concepts **nor makes connections** to learners' experiences.	The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	The candidate **creatively** stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences **using student-centered instruction.**

The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. *InTASC 8(a)* *NAEYC 4c*	The candidate **does not** adapt instruction to the needs of individuals and groups of learners.	The candidate adapts instruction to the needs of **some individuals** and groups of learners but **seldom** incorporates appropriate strategies or resources.	The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	The candidate uses appropriate and **creative** strategies and resources within **authentic tasks** to adapt instruction to the needs of individuals and groups of learners.
The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs. *InTASC 8(b)* *CEC 4.4*	The candidate **does not** provide evidence of monitoring student learning, **and/or does not** engage learners in assessing their progress, **and/or does not** provide evidence of adjusting instruction in response to student learning needs.	The candidate provides **minimal** evidence of monitoring student learning and engaging learners in assessing their progress, but the candidate rarely adjusts instruction in response to student learning needs.	The candidate provides **consistent** evidence of monitoring student learning, engaging learners in assessing their progress, and adjusts instruction in response to student learning needs.	The candidate provides **substantial** evidence of continuously monitoring student learning, engaging learners in assessing their progress, and **innovatively** adjusts instruction in response to student learning needs.
The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners. *InTASC 8(d)* *NAEYC 4d*	The candidate **does not** varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience).	The candidate **sometimes** varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) but it is in relation to **neither** the content **nor** the purpose of instruction nor the needs of learners.	The candidate **varies** his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.	The candidate **consistently** varies his/her role in engaging instructional processes (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.

| The candidate engages all learners in developing higher order questioning skills and metacognitive processes.

InTASC 8(f)	The candidate **does not** engage learners in developing higher order questioning skills **or** metacognitive processes.	The candidate engages **some learners** in developing higher order questioning skills **or** metacognitive processes.	The candidate engages **most** learners in developing higher order questioning skills **and** metacognitive processes.	The candidate engages **all** learners in developing higher order questioning skills **and** metacognitive processes within authentic learning situations.
The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

InTASC 8(i)
CEC 3.1, 4.4
NAEYC 1c | The candidate **does not** asks questions to stimulate discussion. | The candidate **asks** questions to stimulate discussion but the purposes tend to be **low level**. | The candidate asks **appropriate** questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question). | The candidate asks **varied** questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) **within authentic learning situations.** |
| **Holistic Reflection** | | | | |
| The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and | The candidate **does not** take responsibility for promoting the learners' growth and development in a reflective statement. The statement does not specifically the critical levels of reflections. | The candidate takes responsibility for promoting the learners' growth and development in a reflective statement, but **does not address all** of the levels of critical reflections. | The candidate takes responsibility for promoting the learners' growth and development in a reflective statement that includes **all of the levels of critical reflection**. | The candidate takes responsibility for promoting the learners' growth and development in a **well-written and insightful** reflective statement that includes **all of the levels of critical** |

system. *InTASC 9(b)* *NAEYC 4d, 6c*				**reflection**.
The candidate uses a variety of data to evaluate the outcomes of teaching and learning and adapts planning and practice. *InTASC 9(c)* *NAEYC 4d*	The candidate **does not** use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate **uses a variety of data** to evaluate the outcomes of teaching and learning but does not provide strategies to adapt planning and/or practice.	The candidate **uses a variety of data** to evaluate the outcomes of teaching and learning and to adapt planning and practice.	The candidate **effectively uses a variety of data** to evaluate the outcomes of teaching and learning and to appropriately adapt planning and practice.
The candidate uses ongoing analysis and reflection to improve planning and practice. *InTASC 9(l)* *NAEYC 4d*	There was **no evidence** that the candidate used ongoing analysis and/or reflection to improve planning and practice.	The candidate **uses marginal analysis and reflection strategies** to improve planning and practice.	The candidate **uses ongoing analysis and reflection** to improve planning and practice.	The candidate **effectively uses ongoing analysis and deep reflection** to improve planning and practice.
Critical Incident Video Clip and Analysis				
The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction. *InTASC 9(d)* *NAEYC 6c*	The candidate **does not use technology** to support analysis, reflection, and problem-solving strategies for instruction.	The candidate **ineffectively uses technology** to support analysis, reflection, or problem-solving strategies for instruction.	The candidate **uses technology** to support analysis, reflection, and problem-solving strategies for instruction.	The candidate **effectively uses technology** to support a **thorough** use of analysis, reflection, and problem-solving strategies for instruction.
The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging	There was **no evidence** that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was **minimal evidence** that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was **evidence** that the candidate **effectively** engages in ongoing learning opportunities to plan to improve teaching and learning.	There was **extensive evidence** that the candidate **effectively** engages in ongoing learning opportunities to plan to improve teaching and

curriculum and learning experiences. *InTASC 9(a)* *NAEYC 6c*				learning.
The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences. *InTASC 9(e)* *NAEYC 4d, 6d*	There is **no evidence** that the candidate reflects on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.	The candidate provides evidence that he/she reflects on his/her personal biases and accesses resources to deepen his/her own understanding of **limited** individual differences to build relationships and create relevant learning experiences.	The candidate provides evidence that he/she reflects on personal biases and accesses **appropriate** resources to deepen his/her own understanding of a **variety of individual differences** to build relationships and create more relevant learning experiences.	The candidate provides evidence that he/she **effectively** reflects on personal biases and accesses **multiple resources** to deepen his/her own understanding of a **variety of individual differences** to build relationships and create **engaging**, relevant learning experiences.

Inclusive Early Childhood Education
CAEP Assessment 5
Impact on Student Performance
Planning

Early Childhood Education CAEP Assessment 5 Impact on Student Performance is Teacher Candidate Instruction and Assessment Plan and is in ECED 514 Mathematics and Science for Diverse Young Learners, and ECED 790 Internship With Diverse Preschool Children or ECED 793 Internship in Preschool Early Childhood Education, and ECED 791 Internship With Diverse Infants and Toddlers or ECED 795 Internship in Kindergarten-Third Grade. This assessment shows evidence of meeting CED Standard Elements 2.3, 3.2, 3.3, 5.5, 5.6, 5.7, 6.2, and 6.6 and NAEYC Standard Elements 2a, 2c, 3c, 5a, 5b, and 5c. As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed.

CEC Standard Assessed
CEC 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
CEC 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
CEC 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.
CEC 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
CEC 5.6 Beginning special education professionals teach to mastery and promote generalization of learning.
CEC 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
CEC 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.
CEC 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

NAEYC Standard Elements Assessed
NAEYC 2a *Knowing about and understanding diverse family and community characteristics*
NAEYC 2c Involving families and communities in young children's development and learning
NAEYC 3c Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
NAEYC 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
NAEYC 5a Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.
NAEYC 5c Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

As part of a college-wide, common assessment initiative, identified InTASC Standard Elements are also assessed. *InTASC* 4(d), 5(c), 6(b), 6(i), 6(e), 7(a), 7(b), 7(c), 7(d), 7(g)

Assessment Overview
The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of students.

Rationale
It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their students. Lesson planning can be guided by four basic questions: (adapted from Spencer, 2003, p. 251).
1. Who am I teaching? The number of learners, their academic level and prior knowledge.
2. What am I teaching? The content or subject, the type of learning (knowledge, skills, behaviors).
3. How will I teach it? Teaching models, learning strategies, length of time available, materials, technology resources, differentiation/modifications, etc.
4. How will I know if the students understand? Informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.

You might also want to ask:
- What do students know already?
- Where have students come from and what are they going on to next?
- How can I build in sufficient flexibility cope with emergent needs?

A lesson plan must be developed for each teaching session. During the internship and when teaching new content or grade levels, your lesson plans will be detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:
- list content and key concepts, (research more if needed)
- define your aims and identify specific learning outcomes or objectives
- create assessments that are aligned to your specific objectives
- think about the structure of the lesson, pacing, and transitions
- identify adaptations/modifications/extensions needed to meet student needs
- determine "best practice" and learning strategies aligned to the learning outcomes
- identify learning resources and support materials

Assessment Procedures
Candidates will develop a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.

CAEP 5 Updated 11-30-15

LESSON PLAN TEMPLATE

Name:	Date:
School:	Subject/Grade level:
Lesson Title:	

LESSON PLANNING	*Optional* **Teaching Points/ Cues/Time**
Performance-based Objective(s):	
Local/State/National Standards:	
Materials:	
Technology:	
Accommodations:	
Extensions	

PLANNED INSTRUCTIONAL STRATEGIES	
Opening/Context Setting:	
Tasks/Methods/Strategies	
Comprehension Checks	
Closure	
ASSESSMENT	
Pre-Assessment	
Formative and/or Informal Assessments	
Summative Assessment	

Lesson Plan Rubric

Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
LESSON PLANNING				
The candidate identifies performance-based objectives and appropriate curriculum goals that are relevant to learners. *InTASC 7(a)* *CEC 5.6, 5.7* *NAEYC 5b*	The candidate **does not** identify performance-based objectives and appropriate curriculum goals that are relevant to learners.	The candidate identifies objectives and curriculum goals but they **are not** performance-based **or** appropriate for subject and/or grade level.	The candidate identifies performance-based objectives and appropriate curriculum goals and they are appropriate for subject and/or grade level.	The candidate identifies **well-developed,** performance-based objectives, appropriate curriculum goals that are appropriate for subject and/or grade level; **correctly formulated; and addressed all domains.**
The candidate identifies national/state/local standards that align with objectives and are appropriate for curriculum goals and are relevant to learners. *InTASC 7(g)* *CEC 3.2, 5.6*	The candidate **does not** identify national/state/local standards that align with the objectives or the standards **are not** appropriate for curriculum goals or are not relevant to learners.	The candidate identifies national/state/ local standards but the standards **are not** aligned with the objectives and/or **marginally** relevant to learners.	The candidate identifies national/state/ local standards that are aligned with the objectives **and** relevant to learners.	The candidate identifies national/state/ local standards that are **clearly** aligned with the objectives **and** relevant to learners.
The candidate continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs. *InTASC 6(i)* *NAEYC 3c*	The candidate **does not** identify appropriate technology to engage learners even though it was available.	The candidate identify technology to engage learners though it would be ineffective to teach the content and address learner needs.	The candidate identifies appropriate technology to engage learners more fully and assess and address learner needs.	The candidate identifies effective, creative and appropriate technology to engage learners more fully and assess **and enhance** student learning needs.
The candidate facilitates learners' use of current tools and resources to maximize content learning in varied contexts. *InTASC 5(c)*	The candidate's plans **do not** provide evidence of opportunities for learners' use of current tools (technology) **nor** resources to maximize content	The candidate's plans provide evidence of opportunities for learners' use of current tools and resources **that are ineffective** to maximize content learning in varied	The candidate's plans **provide evidence** of opportunities for learners' use of current tools and resources **that are effective** to maximize content learning in varied contexts.	The candidate's plans provide **substantial** evidence of **multiple** opportunities for learners' use of current tools and resources **that are creative and effective** to maximize

CEC 6.6 *NAEYC 3c, 5a*	learning in varied contexts.	contexts.		content learning in varied contexts.
The candidate plans how to achieve each student's learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. *InTASC 7(b)* *CEC 2.3, 3.2, 3.3*	The candidate's lesson plan **does not** provide evidence of accommodations to differentiate instruction for individuals and groups of learners. .	The candidate's lesson plan provides evidence of **an effort** to meet student's learning goals, and **attempts** accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of **successfully** meeting **each** student's learning goals, and **successfully** makes accommodations to differentiate instruction for individuals and groups of learners.	The candidate's lesson plan provides evidence of successfully meeting **each** student's learning goals, and **successfully** makes **a variety of accommodations** to differentiate instruction for individuals and groups of learners.
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. *InTASC 7(c)* *NAEYC 5c*	The candidate **does not** plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies **are not** stated.	The candidate plans for appropriate sequencing and pacing of learning experiences; but tasks, methods and strategies are **not stated and/or not appropriate** or effective for the lesson.	The candidate plans for **appropriate** sequencing and pacing of learning experiences; and **all** tasks, methods, and strategies are **stated and/or are appropriate** and **effective** for the lesson.	The candidate plans for **appropriate** sequencing and pacing of learning experiences; tasks, methods and strategies include **a variety of creative, active learning, instructional strategies** that address learner differences to maximize learning.
PLANNED INSTRUCTIONAL STRATEGIES				
The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences. *InTASC 4(d)* *NAEYC 2a*	The candidate **does not** plan an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, **nor** makes connections to learners' experiences.	The candidate plans an opening activity that used learner prior content knowledge, **but does not** link new concepts to familiar concepts, **or** make connections to learners' experiences.	The candidate plans an opening activity that stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, **and** makes connections to learners' experiences.	The candidate plans an opening activity that **actively** stimulates learner reflection on prior content knowledge, **effectively** links new concepts to familiar concepts, and **creatively** makes connections to learners' experiences.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. *InTASC 6(e)* *CEC 5.6*	The candidate **does not** use assessment as closure to check for comprehension and student knowledge and skills.	The candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension **but** they are **inappropriate and/or ineffective**.	The candidate uses **appropriate assessment strategies** as closure to demonstrate knowledge and skills to check for understanding.	The candidate uses **creative appropriate assessments** for closure to demonstrate knowledge and skills to check for comprehension.

ASSESSMENTS				
The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. *InTASC 7(d)*	The candidate **does not** plan instruction based on pre-assessment data, prior learning knowledge **or** skills.	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skills but it was **not effective.**	The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. Pre-assessment strategy/method **appropriate** and **effectively** assess student prior knowledge.	The candidate plans instruction based on pre-assessment strategy/method that are **creative and effective** way to assess student prior knowledge and skills and **to guide instruction**.
The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results. *InTASC 6(b)* *CEC 5.5* *NAEYC 3c, 5c*	The candidate's lesson design **does not** include post-assessments strategies or methods.	The candidate's lesson design includes post-assessments strategies or methods but the strategies/methods were **not effective.**	The candidate's lesson design includes post-assessments that were appropriate to **effectively** assess student learning.	The candidate's post-assessment **matches learning objectives** and includes **creative strategies** to **effectively** assess student learning.

Criteria CEC/NAEYC Standards	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
CEC 6.2 *Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.*	The candidate does not demonstrate an understanding of foundational knowledge or current issues that influence professional practice.	The candidate demonstrates an understanding of foundational knowledge but ineffectively links this knowledge to current issues that influence professional practice.	The candidate demonstrates an understanding of foundational knowledge and effectively links this knowledge to current issues that influence professional practice.	The candidate demonstrates an understanding of foundational knowledge and effectively links this knowledge multiple current issue areas that influence professional practice.
NAEYC 2c *Involving families and communities in young children's development and learning*	The candidate does not demonstrate an understanding of how to involve families and communities in young children's development and learning.	The candidate demonstrates an understanding of how to involve families and communities in young children's development and learning but ineffectively links this knowledge to the lesson.	The candidate demonstrates an understanding of how to involve families and communities in young children's development and learning and effectively links this knowledge to the lesson.	The candidate demonstrates an understanding of how to involve families and communities in young children's development and learning and effectively links this knowledge to the lesson in multiple ways.