



College of Education and Human Development

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

**ECED 790 Internship in Early Childhood Education (3:3:0)
Fall 2012 and Spring 2013
At Work Site**

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Course Description

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

Nature of Course Delivery

Students will be working as full time early childhood education teacher in classroom. University supervisors will establish regular communication with students to include on-site observations and reports, email and telephone communication, and meetings on campus.

Placements

Students are placed through the Teach For America Program.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability

Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>].

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

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

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

Collaboration

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

Ethical Leadership

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

Innovation

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

Research-Based Practice

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

Social Justice

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

Responsibilities

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

Student Interns (in-service and pre-service)

The student internship is a time to focus on the art of teaching and working with diverse young children and their families under the guidance and support of practicing professionals. Student interns must remain flexible in adapting to differences in school cultures, teaching styles, supervisor philosophies, and individual child/family needs. In particular, interns should do the following:

- ✚ Demonstrate initiative, responsibility, and resourcefulness.
- ✚ Become reflective practitioners, learning from other professionals, diverse young children and their families, and their own experiences, including mistakes.
- ✚ Ask for help, advice, feedback – and act on it as appropriate.
- ✚ Write detailed plans for daily activities.
- ✚ Demonstrate high standards of ethics and professionalism in interactions with colleagues, children, and families.
- ✚ Plan to videotape their teaching and interactions with children several times over the course of the semester in order to engage in an in-depth analysis of their teaching practice.

University Supervisors (US)

The University Supervisor (US) serves as a link between the school and Mason, providing support and guidance to the student intern. University supervisors (US) play a critical role in facilitating communication and in providing feedback, assistance, and evaluation for student interns. The following is a list of responsibilities for the US:

- ✚ Meet with the intern to establish internship expectations, determine schedule, and review site-linked assignments. Clarify any questions or concerns about assignments with university faculty as soon as they come up.
- ✚ Be accessible to the intern and school or agency staff through visitations, email, and/or by phone.
- ✚ Encourage open communication and a collaborative approach to supporting and providing feedback to the intern.
- ✚ Provide guidance on policies and procedures for the internship. Check to ensure that they are followed.
- ✚ Conduct at least three formal observations for a three-credit internship. Follow each observation report with a conference to discuss the written report. Provide a copy of each observation report to the intern.

- ✚ Review internship materials and provide feedback.
- ✚ Guide development of teaching skills by promoting reflective practice through interactive supervision, reviewing the required materials, and encouraging self-analysis.
- ✚ Coordinate evaluation and grading of the intern's performance.

Evaluation

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

- ✚ Formal observation reports
- ✚ Completion of NCATE 4 Assessment

THE SUPERVISION VISIT

The supervision visit is a critical part of the internship. It is important that the observation be carefully planned. There will be no surprise formal observations. The purpose of the visit is not to pass judgment on the intern; rather, its purpose is to promote reflection and to set goals that support change where needed. There will be one formal observation scheduled during the Fall semester and one in the Spring semester. Additionally, a formal review and discussion of a videotaped lesson will be scheduled during the Spring semester.

- ✚ Prior to a scheduled observation, the intern must contact the US, either by phone or email at least 24 hours in advance to confirm. Lesson plans should be emailed prior to the call or included as an attachment to the confirmation email. If emailing, the intern must allow enough time for the US to reply with questions and comments before the day of the visit.
- ✚ On the days the US visits, the intern should schedule a 30- to 45-minute lesson observation and time for a 30-minute post conference. After observing the lesson, the US will meet with the intern for about 30 minutes for a post conference. Interns will receive a copy of the Observation Report for each observation.
- ✚ All paperwork and required assessment components must be turned in before grades are posted.

Internship Policies

Professional and Legal Responsibilities

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

Confidentiality of Records

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

Records Retention

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

Professional Recommendations

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

Grading

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

1. The grading scale will be S (Satisfactory), NC (No Credit), or IP (In Progress) in accordance with Mason policy for internships.
2. Degrees of Satisfactory performance by an intern in Early Childhood Education will be documented through the scoring rubric for NCATE Assessment 4.
3. The US shall determine the grade. The US may also consult with the Academic Program Coordinator especially when the intern may receive a No Credit or In Progress grade.
4. Interns whose performance cannot be evaluated at the end of the grading period will receive a grade of IP (In Progress). An IP grade shall be changed to Satisfactory or No Credit for interns upon completion of requirements – usually before the beginning of the next semester.

Submission of Performance-Based Assessment

Every student registered for any Early Childhood Education course with a required performance-based assessment is required to submit this assessment for the K-3 Internship - NCATE Assessment 4: Internship Early Childhood Education TFA Internship Notebook and Assessment 7 Early Childhood Education Internship Home Visit and Lesson Plan. Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

NCATE Assessment 4: Early Childhood Education TFA Internship Notebook

Early Childhood Education TFA NCATE Assessment 4 Internship is the Early Childhood Education Internship completed in ECED 790, TFA Internship in Early Childhood Education. This assessment shows evidence of meeting NAEYC Standard Elements 1c, 2a, 2b, 2c, 3c, 4d, 6a, 6c, 6d, and 6e.

Assessment Overview

In this assessment, students will engage in collaborative practice, critical analysis, advocacy, and reflection in order to demonstrate their role as a professional educator and use developmentally effective approaches to connect with children and families. Students will engage in collaborative practice to develop culturally appropriate family-professional partnerships to benefit children from diverse cultural and linguistic backgrounds and children with special needs in order to create a learning environment that is supportive and challenging.

Students will do the following:

- Prepare weekly reflections using the framework provided that includes the following components: a) observation and description; b) analysis and interpretation; c) insights and implications; d) projections and planning
- Attend an approved professional development opportunity
- Reflect on how to integrate their new knowledge into their lesson planning, classroom environment and instructional practices
- Write a letter to parents to inform them how this new knowledge is being integrated into classroom environment, instructional practices, and its connection to families
- Select a family whose social-cultural context is different from one's own and whose perspective on early childhood education and parenting is likely to be different
- Develop a Home Visit Questionnaire to assist in engaging respectfully with the family member(s) to gain an understanding of the family goals for the child and how the family perceives that the early childhood program can help with those goals
- Connect with the family, to gain an understanding of the family's culture, and perceptions of their child, and to observe and experience various parenting styles
- Document and reflect on what was learned about the child and his/her family and community
- Develop a lesson plan, based on informal and formal assessments, that connects with standards and integrates developmentally effective practice. Integrate information learned and observed from family connections.
- Implement the plan and videotape the entire lesson
- Reflect on the instructional strategies, delivery, student engagement, and learning using the framework provided
- Observe, document and assess children's engagement and learning in the lesson

NAEYC Standard Elements Assessed

NAEYC 1c Using developmental knowledge to create environments that are healthy, respectful, supportive, and challenging for all children

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

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

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

NAEYC 3c Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

NAEYC 4d Reflecting on their own practice to promote positive outcomes for each child

NAEYC 6a Identifying and involving oneself with the early childhood field

NAEYC 6c Engaging in continuous, collaborative learning to inform practice

NAEYC 6d Integrating knowledgeable, reflective and critical perspectives on early education

NAEYC 6e Engaging in informed advocacy for children and the profession

Students will include the following in their Early Childhood Education TFA Internship.

Step One: (To be completed during both internship semesters) Students will critically reflect on their own practices and integrate knowledge of developmentally practices, individual learning differences, and strategies to enhance student learning outcomes (*NAEYC 4d, 6d*). Students will do the following:

- Write three reflections per semester including but not limited to the following:
 - interactions and collaboration with families and other professionals
 - helping families and children develop, maintain, and generalize skills across environments and setting
 - facilitating instruction in a collaborative context
 - modifying instructional plans
 - personal and professional growth
 - impact of attitudes, behaviors, and communicative styles
 - serving as an instructional resource, etc.
- Use the framework provided that demonstrates critical reflection and includes the following:
 - *Observation and description of events*, including what happened, who was involved, setting and context
 - *Analysis and interpretation of daily events*, including a focus on one's own behavior, addressing such questions as the following: What do I need to better understand about my own behavior and the behavior of others? What attitudes and assumptions were present on my part and the part of others? As I look at the week, whose voices (children, staff, families) were heard? As I reflect on the week, whose voices might have been silenced and why? What theories and early childhood practices contribute to your analysis and interpretation?

- *Insights and implications*, including discussion of what you have learned about yourself, your practice, and others: What are the implications of your actions on yourself, students, families and colleagues? How have insights changed you professionally?
- *Projections and planning*, including discussion of future practice linked to analysis and implications: How will my analysis and interpretation of events impact my future behavior or thinking about early education? What was validated in my current practices? What will I change? How might these changes impact my instructional practices and student learning?
- **Submit all three reflections to supervisor at end of September, October, November and upload all on Task Stream to show evidence of professional growth at the end of the semester.**

Step Two: (To be completed during first internship semester) Students will participate in an approved professional development opportunity offered by their school, local school system, county, region, or state that enhances their knowledge and abilities to advocate for children, families, and the profession (*NAEYC 6a, 6e*). Students will do the following:

- Describe the focus and learning outcomes of the professional development opportunity
- Reflect on how to integrate new and current knowledge into lesson planning; classroom environment; instructional practices; and advocacy for children, families, and the profession:
 - How did this new information extend your knowledge and understanding of curriculum, practices, assessments, etc.?
 - How will you integrate this new and current knowledge into your lesson planning, classroom environment, and instructional practices?
 - How does this new information support advocacy efforts on behalf of children, families, and the profession?
- Write a letter to the children's families to inform them how this new and current knowledge is being integrated into classroom environment, instructional practices, and how its meaningfulness to families.
 - How is this information relevant to a family in understanding what happens in the classroom to enrich learning?
 - How does this new and current knowledge support the family as well as a home-school partnership?

Step two is due at end of November and will need to be uploaded on Task Stream at end of first semester.

Step Three: (To be completed during second internship semester) Students will select a child and involve the child's family (*NAEYC 2a, 2b, 2c*). Students will do the following:

- Write a description of the child they are studying and their classroom setting
- Discuss rationale for identifying family. Provide a basic context for selecting this child and other important factors about your classroom setting.

- Develop a Home Visit Questionnaire to assist in engaging respectfully with the family member(s) to gain an understanding of the family goals for the child and how the family perceives that the early childhood program can help with those goals
- Meet with family, preferably in home environment, to gain an understanding of the family's culture and to observe and experience various parenting styles
- Write a reflection of the experience and include responses to the following:
 - How did you establish a relationship with the child's family? What approaches did you take to better understand the child's family, their community, life experiences, values, and culture? If your initial approaches were not successful, discuss how you modified your efforts to involve the family in meeting their child's needs.
 - What did you learn about the child's family and community? Discuss what you learned about the family and community factors that might impact the child's development and learning? What did you learn from the family? What did you learn that surprised you or challenged your assumptions about the family's struggles and/or experiences? What did you learn from other sources? What family theories and research informed your understanding of the child's family and community?
 - What insights into the child's developmental and learning needs did you gain from your relationship with the child's family; and, the immediate and long-term developmental goals the family has for the child? Were you able to provide information about community or school resources that might be helpful to the family or child?

Step three is due on Task Stream by middle of spring semester.

Step Four: (To be completed during second internship semester) Students will implement a lesson plan that integrates knowledge of early education, informal and formal assessments of students, and promotes student learning (*NAEYC 1c, 2a, 3c, 6c, 6d*). Students will do the following:

- Develop a lesson plan, based on informal and formal assessments, that connects with standards and integrates developmentally appropriate practice using the lesson plan template provided:
 - Formative assessment information of students
 - Curriculum standards addressed
 - Description of the context for the lesson
 - Procedures
 - Materials
 - Home school connection
 - Differentiation
 - Strategies for collaboration with co-teachers and other professionals
 - Adaptations and accommodations
 - Evidence of student outcomes

- Integrate information learned and observed through connections with individual family, and respond to the following:
 - What observation, documentation, and assessment strategies and tools were used to better understand the child's development, interests and learning needs?
 - How did you utilize what you learned about the child and his/her family to create a lesson plan that is developmentally and socio-culturally appropriate for your child?
 - How did you assess the child's learning through the use of observation, documentation, and other strategies?
- What developmental goals make sense for this child? Based on your observations and interactions with the child and his/her family identify two areas of development and address these developmental needs. What actions will you take to begin to promote positive development and challenge the child to gain new competencies in each of the two areas that you have identified?
- Describe short- and long-term actions you will take to help the child meet each of the two goals you have selected. In your response to this question, discuss research that supports the importance of creating assessment partnerships. Also, be sure to provide details regarding how these actions are informed by the partnership you developed with the child's family as well as what you understand about their community
- Design, implement, and videotape the entire lesson
- Review the videotape with University Supervisor and document feedback received
- Write a reflection of the experience using the framework provided to address the following:
 - What changes would you make, based on observations and discussions with University Supervisor, to modify and strengthen the instructional plan or better meet individualized needs?
 - What changes would you make for individual students? What additional information is needed?
 - Discuss the use of formal and informal assessments to guide not only instructional strategies but also its role in supporting changes to instructional plans and strategies
 - Identify ways to more effectively collaborate with Para- educators and/or related service personnel
 - Identify the next steps to promote student learning outcomes
 - Discuss how your practices support legal, ethical, and professional requirements in the early childhood education field
 - Discuss additional information needed to improve your instructional planning and resources for accessing that information

Step 4 will need to be uploaded on Task Stream at end of spring semester.

Early Childhood Education TFA NCATE Assessment 7
Early Childhood Education Internship Home Visit and Lesson Plan

Early Childhood Education TFA NCATE Assessment 7 Early Childhood Education Internship Home Visit and Lesson Plan is implemented in ECED 790 Internship in Early Childhood Education. This assessment shows evidence of meeting NAEYC Standard Elements 1c, 2a, 2b, 2c, and 3c.

Assessment Overview

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

- Select a focal child and family whose social-cultural context is different from their own and whose perspective on early childhood education and parenting is likely to be different.
- Develop a Home Visit Questionnaire to assist in engaging with the family member(s) in his/her/their home or home-like setting of the family member's choice.
- Conduct a home visit in the family's environment to gain an understanding of the family's culture and to observe and experience the focal child's home environment.
- Develop an individual storybook or e-book for the child that reflects what was learned about the child and family during the home visit. This story will help the child and family as they either transition into pre-K (fall internship) or kindergarten (spring internship).
- Develop a lesson plan, with support from the cooperating professional or university supervisor in which information learned and observed through the home visits is connected to the child's experiences in school.
- Observe, document, and assess children's engagement and learning in the lesson.

NAEYC Standard Elements Assessed

NAEYC 1c Using developmental knowledge to create environments that are healthy, respectful, supportive, and challenging learning environments for young children

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

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

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

NAEYC 3c Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

Assessment Procedures

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

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

Candidates will do the following:

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

Step Two: Conduct Home Visit (NAEYC 2a, 2b, 2c).

Candidates will do the following:

- Conduct a home visit in the family’s cultural environment to gain an understanding of the family’s culture and to observe and experience various parenting styles.
- Write a reflection of the experience and include responses to the following:
 - How did you establish a relationship with the child’s family? What approaches did you take to better understand the child’s family, their community, life experiences, values, and culture?
 - What did you learn about the family’s developmental goals for the child?
 - What did you learn about the child’s family and community that might impact the child’s development and learning? What did you learn that surprised you or challenged your assumptions about the family’s struggles and/or experiences?

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

Candidates will do the following:

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

Step Four: Develop a Lesson Plan with Assessment (NAEYC 1c, 2a, 2c, 3c).

Candidates will do the following:

- Develop a lesson plan, with support from cooperating professional or university supervisor
- Connect information learned through the home visit to the child’s experiences in school.

- Observe, document, and assess children’s engagement and learning progress in the lesson.
- Respond to the following:
 - Based on your observations and interactions with the child and his/her family, what are two areas of development for the child?
 - How will you address these developmental needs? Describe short-and long-term actions to help the child meet each of the two goals you have selected.
 - What observation, documentation, and assessment strategies and tools were used to better understand the child’s development, interests and learning needs to create a lesson plan?
 - How did you utilize what was learned about the child and his/her family to create a lesson plan that is developmentally and socio-culturally appropriate for your child?
 - How did you assess the child’s learning through the use of observation, documentation, and other assessment strategies?

ECE PROGRAM OUTCOME STANDARDS (Aligned with State and NAEYC standards)	Assessment Measures Description			
	Exceeds Criteria	Meets Criteria	Partially Meets Criteria	No Evidence
Early Childhood Education TFA NCATE ASSESSMENT 7 Early Childhood Education Internship Home Visit and Lesson Plan ECED 790 Internship in Early Childhood Education				
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children	Developed a lesson plan that reflects multiple children's unique interests, developmental needs, and families' multicultural backgrounds	Developed a lesson plan that reflects one child's unique interests, developmental, needs, and families' multicultural backgrounds	Developed a lesson plan that does not reflect the unique interests, developmental needs, and family's multicultural background of any of the children	Provided no documented evidence
2a. Knowing about and understanding diverse family and community characteristics	Developed a home visit questionnaire with questions related to the description of the child, parents' goals for their children, family's experiences and background, and other relevant areas important to partnering with the family	Developed a home visit questionnaire with questions related to the description of the child, parents' goals for their children, and family's experiences and background	Developed a home visit questionnaire with questions related to one or two of the following: description of the child, parents' goals for their children, and/or family's experiences and background	Provided no documented evidence
2b. Supporting and engaging families and community through respectful, reciprocal relationships	Conducted a home visit and documented this visit in writing using multiple family theories and research studies to situate the knowledge gained about the family and their community	Conducted a home visit and documented this visit in writing using at least one family theory and one research study to situate the knowledge gained about the family and their community	Conducted home visit and did not link family theory or research to the knowledge gained about the family and their community	Provided no documented evidence

2c. Involving families and communities in their children's development and learning	Created a personalized story or e-book for the child using in-depth information gained from the home visit, connecting home and school for the child, and focusing on transition into pre-K or kindergarten	Created a personalized story or e-book for the child using some information gained from the home visit, connecting home and school, and focusing on transition into pre-K or kindergarten	Created a story or e-book for the child that may not be personalized or focused on the home-school connection or the transition into pre-K or kindergarten	Provided no documented evidence
3c. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches	Provided assessment documentation from multiple informal assessment of the child's learning based on the instructional lesson plan AND Developed additional learning experiences	Provided assessment documentation from at least one informal assessment of the child's learning based on the instructional lesson plan AND Developed additional learning experiences	Made recommendations for additional learning experiences without conducting any informal assessments OR Conducted assessments but did not make recommendations for additional learning experiences	Provided no documented evidence