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George Mason University
College of Education and Human Development
Early Childhood Education

ECED 790 (001) – Internship with Diverse Preschool Children
3 Credits, Fall 2016
Internship Site

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Prerequisites/Corequisites
ECED 511 and 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.

University Catalog Course Description
Enables students to participate full time in an internship with diverse preschool children. Links university course work to real world of working with diverse young learners and their families.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered using an internship format.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Create a supportive, healthy, challenging, and respectful environment for learning for diverse young children.
2. Use a variety of developmentally appropriate teaching and learning approaches to support young children's development.
3. Design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.
4. Assess diverse young learners to promote positive outcomes for all children.
5. Reflect on practices for adherence to ethical standards and professional guidelines.
6. Use technology to support instruction, assessment, planning and delivery for diverse young learners.
7. Engage in collaboration with individuals, team, and families.

Professional Standards (Council for Exceptional Children and National Association for the Education of Young Children**)**
Upon completion of this course, students will have met the following professional standards:

CEC Standard Elements
CEC 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
CEC 2.1 Beginning special educators through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individual with exceptionalities in meaningful learning activities and social interactions.
CEC 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
CEC 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in a crisis.
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 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 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
CEC 5.2 Beginning special education professionals use technologies to support instructional assessment, planning and delivery for individuals with exceptionalities.
CEC 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
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 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

NAEYC Standard Elements
NAEYC 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.
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 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 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines.
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.

NAEYC 6b Knowing about and upholding ethical standards and other early childhood professional guidelines.

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

Required Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Edthena (Computer Software). San Francisco, CA.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments**
  - Key Assessment 4 Internship: Teaching Analysis and Reflection is completed in two internships: preschool and kindergarten –third grade. This is a Performance Based Assessment that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached. A final copy that includes all sections will be submitted to Tk20 through Blackboard.

  - Key Assessment 5 Effect on Student Learning: Instruction and Assessment Plan and Evaluation is completed in two internships: preschool and kindergarten – third grade. Candidates will show knowledge of developmentally appropriate teaching/learning approaches as well as of individual differences when developing learning objectives and planning instructional strategies that engage all children in meaningful learning and social interactions. This is a Performance Based Assessment that shows evidence of meeting CEC and NAEYC Standards. This assignment must be submitted on Blackboard. See the assessment description and scoring rubric attached. A final copy that includes all sections will be submitted to Tk20 through Blackboard.

- **Other Requirements**
  - Candidates will videotape their teaching each week over the course of the internship in order to engage in an in-depth analysis of their teaching practice using the computer software, *Edthena*.

  - Candidates will attend 2 internship seminars during the Fall 2016 semester on pre-determined dates and times selected by the candidates at their initial orientation meeting.

  - Candidates will complete weekly progress reports and a log of hours to monitor their progress and document their number of hours.

Written Assignments
All formal written assignments will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web at http://infoguides.gmu.edu/content.php?pid=39979. Students may consult the Writing Center for additional writing support.
Students will do the following:
1. Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
2. Develop points coherently, definitively, and thoroughly.
3. Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
4. Use correct capitalization, punctuation, spelling, and grammar.
5. Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **Course Performance Evaluation Weighting**
  Not Applicable

- **Grading Policies**
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 Teacher Candidate Assessment by the MT and US.

3. The US shall determine the grade after consultation with MT. The US may also consult with the Clinical Practice Director especially when the candidate may receive a No Credit or an 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.

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

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

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with

  George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- 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/).

- 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/).

- The George Mason University Office of Student Support staff helps students negotiate

life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule

Candidates will report to their internship schools daily beginning on August 29, 2016 and ending on October 21, 2016. They will follow their internship school holidays as determined by the school calendar. Candidates will follow the contract hours of their mentor teacher as determined by the school administrator.

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

Assessment Rubric(s)

See attached Key Assessment 4 Internship: Teaching Analysis and Reflection and rubric key and Key Assessment 5 Effect on Student Learning: Instruction and Assessment Plan and Evaluation and rubric key.

Early Childhood Education Key Assessment 4
Internship: Teaching Analysis and Reflection

Early Childhood Education Key Assessment 4 Internship is the Teaching Analysis and Reflection and is completed in two internships: preschool and kindergarten – third grade. This assessment shows evidence of meeting the following standard elements:

CEC Standard Elements
CEC 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
CEC 2.1 Beginning special educators through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individual with exceptionalities in meaningful learning activities and social interactions
CEC 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
CEC 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in a crisis.
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 Standard Elements
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 6b Knowing about and upholding ethical standards and other early childhood professional guidelines
NAEYC 6d Integrating knowledgeable, reflective, and critical perspectives on early education

Description of Assignment
Candidates will video-record their implementation of a lesson plan. In a debrief with their university supervisor, they will discuss their application of their knowledge of developmentally appropriate teaching/learning approaches as well as individual differences to develop learning objectives and instructional strategies that engage all children in meaningful learning and social interactions. Candidates will examine the video and reflect on their own practices, including upholding ethical standards and adhering to professional guidelines.

Part 1: Analysis and Reflection of Instruction (CEC 1.2, 2.1, 2.2, 2.3, 3.1, 4.4; NAEYC 1c, 4c, 4d)
Candidates will debrief with their university supervisor after viewing and reflecting on their video-recorded lesson. Candidates' oral analysis and reflection of their lesson plan and its implementation will include the following:
- Analysis and reflection of how they created a safe, inclusive, culturally responsive, supportive, challenging, learning environments that engaged all children in meaningful learning and social interactions
- Description and analysis of the developmentally appropriate learning experiences, instructional strategies and interventions that promote student learning
- Description and analysis of formal and informal assessment data to individualize the learning experiences to support the growth and development of all learners.

Candidates will support their descriptions and analyses with specific examples from their lesson plans and videos. They will cite current research from textbooks, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions.

Part 2: Analysis and Reflection of Professional Practice (CEC 2.3; NAEYC 6b, 6d)
Candidates will identify an event or unplanned critical incident in the video recording of the implementation of the lesson plan to analyze and reflect orally with the university supervisor on the following:
- How they responded to a student in the video in ways that promoted positive outcomes for the child and
- The ways they used professional and ethical guidelines as the basis for decisions related directly or indirectly to student learning.

Candidates will support their descriptions and analyses with specific examples from their lesson plans and videos. They will cite current research from textbooks, class discussions and handouts, and/or other relevant sources to support their conclusions and assertions.

	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
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Early Childhood Education Key Assessment 4
Internship: Teaching Analysis and Reflection

	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
Part 1: Analysis and Reflection on Instruction				
CEC 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Candidate provided analyses that met expectations and reflected extensive understanding in applying this knowledge in responding to the needs of a child.	Candidate provided analyses supported by current research and a specific example from the video that showed evidence of applying an understanding of development and individual differences in responding to the needs of a child.	Candidate attempted to describe evidence of understanding development and individual differences in responding to the needs of a child. However, candidate did not support descriptions with current research and a specific example from the video.	Candidate did not show an understanding of development and individual differences in responding to needs of a child.
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.	Candidate provided analyses that met expectations and reflected an in-depth knowledge of the concepts of the disciplines in organizing and integrating skills to create a developmentally appropriate sequence of learning experiences to support children's learning.	Candidate provided analyses supported by current research and a specific example from the video that demonstrated knowledge of the concepts of the disciplines and ability to organize and integrate skills to create a developmentally appropriate sequence of learning experiences to support children's learning.	Candidate attempted to demonstrate knowledge of the concepts of the disciplines and ability to organize and integrate skills to create a developmentally appropriate sequence of learning experiences to support children's learning.	Candidate did not demonstrate knowledge of the concepts of the disciplines or how to organize or integrate skills to create a developmentally appropriate sequence of learning experiences to support children's learning.

CEC 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	Candidate provided analyses that met expectations and reflected knowledge and evidence of continuously monitoring student learning, engaging learners in assessing progress, and adjusting instruction in response to student learning needs.	Candidate provided analyses, supported by current research and a specific example from the video, that showed ability to provide learners with feedback and adjust instruction in response to students' learning needs.	Candidate attempted to describe evidence of an ability to provide learners with feedback and adjust instruction in response to students' learning needs.	Candidate did not provide evidence of monitoring students' learning, engaging learners in assessing their progress, and adjusting instruction in response to students' learning needs.
NAEYC 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

CEC 2.1 Beginning special educators through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individual with exceptionalities in meaningful learning activities and social interactions. | Candidate provided analyses that met expectations and showed extensive knowledge of creating engaging, meaningful, safe, culturally responsive, supportive and challenging learning environments for all students. | Candidate provided analyses, supported by current research and a specific example from the video, that demonstrated applying developmental knowledge to create engaging, meaningful, safe, culturally responsive, supportive, and challenging learning environments for all students. | Candidate attempted to demonstrate knowledge of applying developmental knowledge to create engaging, meaningful, safe, culturally responsive, supportive, and challenging learning environments for all students. | Candidate did not demonstrate knowledge of creating engaging, meaningful learning environments for all students. |

NAEYC 4c Using a broad repertoire of developmentally appropriate teaching /learning approaches CEC 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	Candidate provided analyses that met expectations and reflected an extensive knowledge of using appropriate teaching and learning approaches to meet the needs of individuals and groups of learners.	Candidate provided analyses, supported by current research and a specific example from the video, that showed use of a variety of appropriate teaching and learning approaches to meet the needs of individuals and groups of learners.	Candidate attempted to describe appropriate teaching and learning approaches to meet the needs of individuals and groups of learners. However, candidate did not support descriptions with current research and a specific example from the video.	Candidate did not provide evidence of knowledge of developmentally appropriate teaching and learning approaches.
NAEYC 4d Reflecting on own practice to promote positive outcomes for each child	Candidate provided analyses that met expectations and reflected extensive evidence of effectively using ongoing analysis and in-depth reflection to improve planning and practice to promote positive outcomes for children.	Candidate reflected on the video-recorded lesson and discussed how to improve planning and practice to promote positive outcomes for children.	Candidate attempted to show evidence of reflection to improve planning and practice to promote positive outcomes for children.	The candidate did not provide evidence of using ongoing analysis and/or reflection to improve planning and practice.

Part 2: Analysis and Reflection of Professional Practice				
CEC 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in a crisis.	Candidate provided analyses that met expectations and showed extensive knowledge of how to intervene safely and appropriately with children in crisis.	Candidate provided analyses, supported by current research and a specific example from the video, that showed knowledge of how to intervene safely and appropriately with children in crisis.	Candidate attempted to describe how to intervene safely and appropriately with children in crisis.	Candidate did not show knowledge of how to intervene safely and appropriately with children in crisis.
NAEYC 6b Knowing about and upholding ethical standards and other early childhood professional guidelines	Candidate provided analyses that met expectations and reflected extensive evidence of knowledge and application of ethical standards and professional guidelines to inform practice.	Candidate provided analyses, supported by a specific example from the video, that demonstrated knowledge and application of ethical standards and professional guidelines to inform practice.	Candidate attempted to demonstrate knowledge of ethical standards and professional guidelines.	Candidate did not demonstrate knowledge or application of using ethical standards and professional guidelines to inform practice.
NAEYC 6d Integrating knowledgeable, reflective, and critical perspectives on early education	Candidate provided analyses of their practice that met expectations and reflected an in-depth knowledge of promoting student's growth and development based on integrating knowledgeable, reflective, and critical perspectives on early childhood education.	Candidate provided analyses, supported by a specific example from the video, of their practice that showed evidence of promoting students' growth and development based on integrating knowledgeable, reflective, and critical perspectives on early childhood education.	Candidate attempted to provide analyses of own practices that showed evidence of promoting students' growth and development.	Candidate did not provide analyses of own practice that showed evidence of integrating knowledgeable, reflective, and critical perspectives on early education to promote students' growth and development.

Early Childhood Education Key Assessment 5
Effect on Student Learning: Instruction and Assessment Plan and Evaluation

Early Childhood Education Key Assessment 5 Effect on Student Learning: Instruction and Assessment Plan is completed in two internships: preschool and kindergarten-third grade. They will show knowledge of developmentally appropriate teaching/learning approaches as well as an awareness of individual differences when developing learning objectives and planning instructional strategies that engage all children in meaningful learning and social interactions. This assessment shows evidence of meeting the following standard elements:

CEC Standard Elements
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 5.2 Beginning special education professionals use technologies to support instructional assessment, planning and delivery for individuals with exceptionalities.
CEC 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities.
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 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

NAEYC Standard Elements
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 5c Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

Description of Assignment
Candidates will develop a research-supported instruction and assessment plan and evaluation using a lesson plan template during their internships. Candidates will review and discuss their lesson plan with their university supervisor prior to implementation. The instruction and assessment plan and evaluation will include the following:

Part 1: Pre-Planning (CEC 3.2, 5.2, 6.6; NAEYC 5b)
Candidates will do the following:
- Identify three academic or developmental learning objectives using content knowledge or academic disciplines that cross curricular content areas,

- Identify appropriate early learning standards that are linked to assessments,
- List materials and technologies to support instructional planning and delivery,
- List augmentative/alternative communication systems and assistive technologies to support child's communication and learning, and
- Identify plans for collaborating with a paraeducator, tutor, or volunteer.

Part 2: Planned Instructional Strategies (CEC 3.3, 5.4, 5.7)
Candidates will include step-by-step directions with elaborations that provide clear descriptions of the processes used to facilitate learning. Candidates will do the following:
- Describe where the lesson will occur (e.g., outside, small group, etc.),
- Describe how the lesson topic is connected to child's prior knowledge or experiences,
- Include step-by-step directions with elaborations that provide clear descriptions of the developmentally appropriate strategies and tools to be used to facilitate learning,
- Describe strategies for developing students' language development and communication skills,
- Describe opportunities for developing students' critical thinking and problem solving skills,
- Describe specific adaptations/accommodations to be used to support the child's learning,
- Describe strategies to be used to check for child's understanding during the lesson, and
- Describe strategies to be used to review what was learned in lesson.

Part 3: Assessment (NAEYC 3c)
Candidates will include data used to inform the lesson plan design and the assessments, informal and formal, used to document students' learning. They will do the following:
- Identify the pre-assessments (e.g., interviews, observations, checklists, etc.) used to inform the lesson plan design,
- Identify the assessment tools used to document the child's learning (e.g., exit slips, anecdotal, checklists, etc.) as evidenced in this lesson, and
- Identify one assessment tool to document the child's learning at the conclusion of the lesson or a series of lessons (e.g., final work product, running record, writing rubric, etc.).

Part 4: Effect on Student Learning (CEC 5.6; NAEYC 5c)
Candidates will collect and evaluate assessment data derived from the lesson designed and implemented in Parts 1, 2, and 3. Candidates will reflect on their instruction and its effect on student learning. They will do the following:

- Report the results of the pre-assessment,
- Explain how instruction was designed and implemented based on pre-assessment results,
- Report results of post assessment, and
- Evaluate and reflect on the effectiveness of the instruction to positively impact the learning needs of children with and without exceptional learning needs.

Lesson Plan Template Key Assessment 5

Planned Instructional Strategies
(CEC 3.3, 5.4, 5.7)

Name:	**Date:**
School/Context:	**Age/Grade Level:**
Lesson Title:	

Pre-Planning
(CEC 3.2, 5.2, 6.6; NAEYC 5b)

Performance-based Objective(s): *Identify three academic or developmental learning objectives selected to promote individual child's learning.*
Local/State/National Standards: *Identify salient standards that are linked to your assessments.*
Materials: *List supplies or props needed to implement the learning experience. Including appropriate technologies.*
Assistive Technology: *List augmentative/alternative communication systems and assistive technologies to support child's communication and learning.*
Collaboration Plans: *Identify plans for collaborating with a paraeducator, tutor, or volunteer.*
Context/Setting Opening: *Describe where the lesson will occur (e.g., outside, small group, etc.). Describe how the lesson topic is connected to child's prior knowledge or experiences.*
Tasks/Methods/Strategies: *Include step-by-step directions with elaborations that provide clear descriptions of the developmentally appropriate strategies and tools to be used to facilitate learning. Describe strategies for developing students' language development and communication skills as well as opportunities for developing students' critical thinking and problem solving skills.*
Adaptations/Accommodations: *Considering the child's abilities, interests, learning environment, and cultural and linguistic background, describe specific adaptations/accommodations to be used to support the child's learning.*
Comprehension Checks: *Describe strategies to be used to check for child's understanding during the lesson.*
Closure: *Describe strategies to be used to review what was learned in lesson.*

Assessment
(NAEYC 3c)

Pre-Assessment: *Identify the assessments (e.g., interviews, observations, checklists, etc.) used to inform the lesson plan design.*
Formative and /or Informal Assessments: *Identify the assessment tools used to document the child's learning (e.g., exit slips, anecdotal, checklists, etc.) as evidenced in this lesson.*

Summative Assessment: *Identify one assessment tool to document the child's learning at the conclusion of the lesson or a series of lessons (e.g., final work product, running record, writing rubric, etc.).*
Effect on Student Learning *(CEC 5.6; NAEYC 5c)*
Evaluate children's learning*: Report the results of the pre-assessment and explain how instruction was designed and implemented based on pre-assessment results. Report results of post assessment and then evaluate and reflect on the effectiveness of the instruction to positively impact the learning needs of children with and without exceptional learning needs.*

Early Childhood Education Key Assessment 5 Effect on Student Learning: Instruction and Assessment Plan				
	Exceeds	**Meets**	**Approaches**	**Does Not Meet**
Part 1: Pre-Planning				
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 NAEYC 5b Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines	Candidate selected academic or developmental learning objectives that met expectations and reflected extensive content knowledge for teaching across curricular content to support learning for children.	Candidate selected academic or developmental learning objectives using content knowledge or academic disciplines for teaching across curricular content areas to support learning for children.	Candidate attempted to select academic or developmental learning objectives using content knowledge or academic disciplines for teaching across curricular content areas. However, the candidate's identification of learning objectives did not align developmentally or academically with students' learning needs.	Candidate did not select academic or developmental learning objectives that demonstrate an understanding of teaching across curricular content areas to support learning for children.

CEC 5.2 Beginning special education professionals use technologies to support instructional assessment, planning and delivery for individuals with exceptionalities	Candidate selected appropriate technologies that met expectations and reflected in-depth knowledge of using technology to support instructional assessment, planning and delivery to promote positive outcomes for all children.	Candidate selected appropriate technologies including augmentative, alternative and assistive technologies to support instructional assessment, planning and delivery to promote positive outcomes for all children.	Candidate attempted to select appropriate technologies. However, candidate's efforts did not reflect knowledge of using technology to support instructional assessment, planning and delivery to promote positive outcomes for all children.	Candidate did not use technologies to support instructional assessment, planning and delivery to promote positive outcomes for all children.
CEC 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.	Candidate's collaboration plan with paraeductor, tutor, and volunteer met expectations and reflected in-depth planning to identify their roles and responsibilities for supporting children's learning.	Candidate collaboration plan with paraeductor, tutor, and volunteer and identified their specific roles and responsibilities for supporting children's learning.	Candidate attempted to plan for collaboration with paraeductor, tutor, and volunteer. However, candidate's plans did not reflect their specific roles and responsibilities for supporting children's learning.	Candidate did not submit a collaboration plan with paraeductor, tutor, and volunteer to identify specific roles and responsibilities for supporting children's learning.

Part 2: Planned Instructional Strategies

CEC 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	Candidate provided a description of modifications to the curricula that met expectations and reflected an in-depth knowledge of modifying curricula to support student learning.	Candidate provided a description of modifications to the curricula to support student's learning.	Candidate attempted to describe modifications to the curricula. However, candidate did not reflect an appropriate understanding of modifying curricula to support student's learning.	Candidate did not modify the curricula to support student's learning.
CEC 5.4 Beginning special education professionals use strategies to enhance language development and communication	Candidate described instructional strategies and processes that met expectations and demonstrated an in-	Candidate described instructional strategies and processes to further develop students' language	Candidate attempted to describe instructional strategies and processes. However,	Candidate did not describe instructional strategies and processes for developing children's language

skills of individuals with exceptionalities.	depth knowledge of children's language development and communication skills.	development and communication, skills.	candidate's efforts did not reflect knowledge of children's language development and communication skills.	and communication skills.
CEC 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Candidate described instructional strategies and processes that met expectations and reflected an in-depth knowledge of developing students' critical thinking and problem solving skills.	Candidate described instructional strategies and processes used to further develop students' critical thinking and problem solving skills.	Candidate attempted to describe instructional strategies and processes. However, the candidate's efforts did not reflect knowledge of developing students' critical thinking and problem solving skills.	Candidate did not describe instructional strategies and processes to develop student's critical thinking and problem solving skills.
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.	Candidate described developmentally appropriate strategies that met expectations and demonstrated an in-depth knowledge of developing a challenging and meaningful curriculum for students.	Candidate described developmentally appropriate strategies to develop and implement a meaningful and challenging curriculum for students.	Candidate attempted to describe developmentally appropriate strategies to design and implement curriculum for students. However, candidate's efforts did not reflect a meaningful and challenging curriculum for students.	Candidate did not describe developmentally appropriate strategies to develop and implement a meaningful and challenging curriculum for students.
Part 3: Assessment				
NAEYC 3c Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with	Candidate described appropriate assessment tools, informal and formal, that met expectations and demonstrated an extensive knowledge of using assistive to support	Candidate described appropriate assessment tools, informal and formal, including assistive technology to support student's learning outcomes.	Candidate attempted to describe appropriate assessment tools, informal and formal. However, candidate's efforts did not demonstrate a clear alignment between the final	Candidate did not describe assessment tools, informal and formal, to document student's learning outcomes.

| disabilities. | student's learning outcomes. | | assessment data collected and the identified learning objective. | |

Part 4: Effect on Student Learning

| CEC 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. | Candidate demonstrated using assessment results that met expectations and demonstrated an in-depth knowledge of planning learning experiences to ensure mastery of learning outcomes. | Candidate used assessment results to plan additional learning experiences to ensure mastery of learning outcomes. | Candidate attempted to use assessment results to plan additional learning experiences to ensure mastery of learning outcomes. However, candidate displayed a limited understanding of students' capacity to generalize learning to other areas of learning. | Candidate did not use assessment results to plan additional learning experiences to ensure mastery of learning outcomes. |