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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, Spring 2018
1/16 – 3/9
School Location

## Faculty
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## Prerequisites/Corequisites
ECED 401 or 501, ECED 403 or 503, and Admission to the Early Childhood Education Prekindergarten – Third Grade (Licensure) Graduate Certificate Program. All endorsement and standardized test requirements (Praxis Core Academic 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. Offered by Graduate School of Education. May be repeated within the degree for a maximum 6 credits.

## Course Overview
Not applicable

## Course Delivery Method
This course will be delivered in 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: See Key Assessments.

**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 and/or Examinations**

**Internship Notebook**
See the Early Childhood Education Internship Manual for internship notebook requirements.

**Key Assessment 4 Internship Teaching Summative Evaluation**
Key Assessment 4 Internship Teaching Summative Evaluation is completed by the university supervisor in consultation with the mentor teacher and teacher candidate at the conclusion of the preschool internship. During their internship, candidates engage in direct teaching that involves using their knowledge of curriculum, their understanding of children's development, and ongoing formative assessment to develop, implement, and evaluate effective curriculum and instruction that respects the diversity of young children and their families. Candidates modify and adapt instruction, provide feedback, and monitor children's progress to promote quality learning for children with varied abilities and cultural and linguistic backgrounds.

Candidates will use the rubric to conduct a self-assessment prior to the evaluation meeting with the university supervisor and mentor teacher. They will score the rubric and include bulleted talking points to support their scoring. They will submit their annotated rubric to Tk20 through Blackboard. This is a performance-based assessment that shows evidence of meeting CEC and NAEYC Standards. See the assessment description and scoring rubric attached.

**Key Assessment 5 Effect on Student Learning: Instruction and Evaluation Planning and Implementation**
Key Assessment 5 Effect on Student Learning: Instruction and Evaluation Planning and Implementation is completed in the preschool internship. Candidates show knowledge of developmentally appropriate instructional and assessment approaches as well as an awareness of individual differences when developing learning objectives and planning, implementing, and evaluating instructional experiences that engage individual children in meaningful learning and social interactions. At the conclusion of the internship, the university supervisor in consultation with the mentor teacher and teacher candidate will evaluate the candidate's instructional planning and implementation and the effect the candidate had on children's learning.

Candidates will use the rubric to conduct a self-assessment prior to the evaluation meeting with the university supervisor and mentor teacher. They will score the rubric and include bulleted talking

points to support their scoring. They will submit their annotated rubric and a completed lesson plan using the template to Tk20 through Blackboard. This is a performance-based assessment that shows evidence of meeting CEC and NAEYC Standards. See the assessment description and scoring rubric attached.

**Key Assessment 11 Critical Incident Analysis Assessment Task**
This assessment is completed during an early childhood education internship. In the Early Childhood Education program, the Critical Incident Analysis Assessment Task is assessed by the university supervisor. The candidate must achieve a score of 3 to be successful on this assignment. If candidates do not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify the candidate's ability to meet learning differences and to critically analyze and reflect upon an instructional episode and connections between situations they encounter and the broader social, political, and economic forces that can impact on student learning.

Candidates will submit their completed Collaborative Learning Team Task to Tk20 through Blackboard. This is a performance-based assessment that shows evidence of meeting CEC and NAEYC Standards. See the assessment description and scoring rubric attached.

- **Other Requirements**

**Video-Recording**
Candidates will video-record 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*.

**Weekly Reflections**
Candidates will complete weekly reflections that will be submitted to their university supervisor.

**Weekly Progress Reports**
Candidates will complete weekly progress reports and a log of hours to monitor their progress and document their number of hours.

**Internship Seminars**
Candidates will attend three internship seminars on pre-determined dates and times selected by the candidates at their initial orientation meeting.

**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 website 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.
Type the paper with double spacing, indented paragraphs, 1-inch margins all around, and 12-point Times New Roman font.

- **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 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.
See https://cehd.gmu.edu/students/policies-procedures/

**Class Schedule**
Candidates will report to their internship schools daily. 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.

**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 https://catalog.gmu.edu/policies/honor-code-system/).

- 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/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus.

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

**Early Childhood Education Key Assessment 4**
**Internship Teaching Summative Evaluation**

**Description of Assessment**
Key Assessment 4 Internship Teaching Summative Evaluation is completed by the university supervisor in consultation with the mentor teacher and teacher candidate at the conclusion of the preschool internship. During their internship, candidates engage in direct teaching that involves using their knowledge of curriculum, their understanding of children's development, and ongoing formative assessment to develop, implement, and evaluate effective curriculum and instruction that respects the diversity of young children and their families. Candidates modify and adapt instruction, provide feedback, and monitor children's progress to promote quality learning for children with varied abilities and cultural and linguistic backgrounds.

**How the Assessment Aligns With the 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 2.2 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*

**Description of Assignment**
During the internship, candidates will engage in direct teaching that includes responsibility for planning, instruction, assessment, and student supervision. Candidates will engage in direct teaching that involves using their knowledge of curriculum, their understanding of children's development, and ongoing formative assessment to develop, implement, and evaluate effective curriculum and instruction that respects the diversity of young children and their families. They will modify and adapt instruction, provide feedback, and monitor children's progress to promote quality learning for children with varied abilities and cultural and linguistic backgrounds.

Candidates will maintain a notebook that includes weekly progress reports completed by the mentor teacher and the candidate, formal observation reports by the mentor teacher and university supervisor, video clips of teaching, teaching reflections, and mid-point and final evaluation forms completed by the university supervisor with input from the candidate and mentor teacher. Candidates will use the rubric to conduct a self-assessment prior to the

evaluation meeting with the university supervisor and mentor teacher. They will score the rubric and include bulleted talking points to support their scoring.

**Scoring Guide for the Assessment**

<table>
<tr><td colspan="5"><strong>Early Childhood Education Key Assessment 4</strong><br><strong>Internship: Teaching Summative Evaluation</strong></td></tr>
<tr><td></td><td><strong>Exceeds</strong></td><td><strong>Meets</strong></td><td><strong>Approaches</strong></td><td><strong>Does Not Meet</strong></td></tr>
<tr>
<td>CEC 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

NAEYC 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children</td>
<td>Candidate met expectations and applied extensive understanding of development and individual differences when developing, implementing, and evaluating learning experiences and strategies that match children's individual abilities and developmental characteristics and respect the diversity of young children and their families. Candidate showed extensive understanding of ways to provide healthy, respectful, supportive, and challenging learning experiences and environments for young children.</td>
<td>Candidate applied an accurate and solid knowledge of children's development when developing, implementing, and evaluating learning experiences and strategies that match children's individual abilities and developmental characteristics and respect the diversity of young children and their families. Candidate provided healthy, respectful, supportive, and challenging learning experiences and environments for young children.</td>
<td>Candidate applied a basic knowledge of children's development when developing, implementing, and evaluating learning experiences and strategies. Candidate provided learning experiences and environments for young children that showed a basic understanding of what makes a healthy, respectful, supportive, and challenging learning environment.</td>
<td>Candidate did not or rarely applied accurate knowledge of children's development when developing, implementing, and evaluating learning experiences and strategies. Candidate did not provide or rarely provided healthy, respectful, supportive, and challenging learning experiences and environments for young children.</td>
</tr>
</table>

| | Exceeds | Meets | Approaches | Does Not Meet |
|---|---|---|---|---|
| CEC 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.<br><br>NAEYC 4c Using a broad repertoire of developmentally appropriate teaching /learning approaches | Candidate met expectations and showed extensive understanding of motivational and instructional strategies that support young children's learning and ability to adapt to different environments. | Candidate used a variety of developmentally appropriate motivational and instructional approaches that promote quality learning and support young children as they adapt to different environments. Candidate organized space, time, materials, peers, and adults to maximize progress in natural and structured environments. Candidate embedded learning opportunities in everyday routines, relationships, activities, and places. Candidate structured social environments, to promote interactions among peers, parents, and caregivers using peer models, proximity, and responsive adults. Candidate provided a stimulus-rich indoor and outdoor environment responsive to individual differences that employed materials, media, and adaptive and assistive technology. | Candidate used some developmentally appropriate motivational and instructional approaches that promote quality learning and support young children as they adapt to different environments. Candidate organized space, time, materials, peers, and adults but did not always take into account ways to maximize progress in natural and structured environments. Candidate embedded some learning opportunities in everyday routines, relationships, activities, and places. Candidate structured social environments to promote interactions among peers, parents, and caregivers but relied on a limited number of effective strategies. Candidate provided an indoor and outdoor environment that employed some materials, media, and adaptive and assistive technology. | Candidate did not or rarely used developmentally appropriate motivational and instructional approaches that promote quality learning and support young children as they adapt to different environments. |

| | **Exceeds** | **Meets** | **Approaches** | **Does Not Meet** |
|---|---|---|---|---|
| CEC 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in a crisis. | Candidate met expectations and showed extensive knowledge of how to implement health, nutrition, and safety management procedures for young children and intervene safely and appropriately with young children with exceptionalities in crisis. | Candidate implemented basic health, nutrition, and safety management procedures for young children and intervened safely and appropriately with young children with exceptionalities in crisis. | Candidate implemented basic health, nutrition, and safety management procedures for young children and with assistance from other professionals intervened safely and appropriately with young children with exceptionalities in crisis. | Candidate did not meet or rarely implemented basic health, nutrition, and safety management procedures for young children. Candidate did not or rarely intervened safely and appropriately with young children with exceptionalities in 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. | Candidate met expectations and showed extensive understanding of content knowledge and developmentally and individually appropriate curriculum and instruction. | Candidate used a solid knowledge of the disciplines and individual children, families, and communities to plan, implement, and evaluate developmentally and individually appropriate curricula, instruction, and adaptations. Candidate used knowledge of developmental and academic content to inform instruction. | Candidate used a basic knowledge of the disciplines and individual children, families, and communities to plan, implement, and evaluate curricula, instruction, and adaptations. Candidate used a basic knowledge of developmental and academic content to inform instruction. | Candidate did not or rarely used knowledge of the disciplines and individual children, families, and communities to plan, implement, and evaluate curricula, instruction, and adaptations. Candidate did not use or rarely used knowledge of developmental and academic content to inform instruction. |
| 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 met expectations and showed extensive knowledge of ways to use ongoing formative assessment monitor instructional effectiveness, provide feedback to children to guide | Candidate used ongoing formative child, family, and setting assessments to monitor instructional effectiveness, provide feedback to children to guide understanding, and make decisions about children's development and | Candidate used some formative child, family, and/or setting assessments to monitor instructional effectiveness, provide feedback to children to guide understanding, and make decisions | Candidate did not use or rarely used formative child, family, and setting assessments to monitor instructional effectiveness, provide feedback to children to guide understanding, and make |

| | understanding, and make decisions about children's development and learning. | learning. | about children's development and learning. | decisions about children's development and learning. |
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**Early Childhood Education Key Assessment 5**
**Effect on Student Learning: Instruction and Evaluation Planning and Implementation**

**Description of Assessment**
Early Childhood Education Key Assessment 5 Effect on Student Learning: Instruction and Evaluation Planning and Implementation is completed in the preschool internship. Candidates show knowledge of developmentally appropriate instructional and assessment approaches as well as an awareness of individual differences when developing learning objectives and planning, implementing, and evaluating instructional experiences that engage individual children in meaningful learning and social interactions. At the conclusion of the internship, the university supervisor in consultation with the mentor teacher and teacher candidate will evaluate the candidate's instructional planning and implementation and the effect the candidate had on children's learning.

**How the Assessment Aligns With the Standard**
**CEC Standard Elements**
*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 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**
Throughout their preschool internship, candidates will develop and implement instruction and evaluation plans supported by theories and research that are the foundation of developmental and

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academic curricula and instructional strategies for young children. They will use the attached lesson plan template to plan developmental and academic content instruction and evaluation and to report on the effects of the implementation of the lesson and evaluation plans on children's learning.

### *Part 1: Planning Instruction (CEC 3.2, 3.3, 5.2, 5.4, 5.7, 6.6; NAEYC 5b)*
Candidates will use the attached template to plan developmentally and individually appropriate developmental and content area instruction adapted to meet the strengths, interests, and needs of young children with varying abilities. They will write and implement instruction and evaluation lesson plans. Lesson plans will include specific plans for collaborating with other professional colleagues (e.g., general education teachers, specialists, paraeducators, tutors, or volunteers).

### *Part 2: Assessment (NAEYC 3c)*
Candidates will use the attached template to identify (a) the pre-assessments (e.g., interviews, observations, checklists, etc.) used to inform the lesson plan design, (b) the assessment tools used to document the child's learning (e.g., exit slips, anecdotal, checklists, etc.) as evidenced in this lesson, and (c) 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 3: Lesson Implementation (CEC 2.1)*
Candidates will implement lesson plans in collaboration with other professional colleagues. They will create safe, inclusive, culturally responsive learning environments to engage individual children, including children with exceptionalities, in meaningful learning activities and social interactions.

### *Part 4: Effect on Student Learning (CEC 5.6; NAEYC 5c)*
Candidates will collect and evaluate assessment data gathered from lessons implemented. Candidates will evaluate their instruction and its effect on children's 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
- Examine the effectiveness of the instruction by critically evaluating assessment results and delineating how the instructional strategies impacted the children's learning, including children with and without exceptional learning needs.

# Lesson Plan Template Key Assessment 5

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

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| **Planning Instruction** *(CEC 3.2, 3.3, 5.2, 5.4, 5.7, 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 children's abilities, interests, learning environment, and cultural and linguistic background, describe specific adaptations/accommodations to be used to support individual children's learning.* |
| **Comprehension Checks:** *Describe strategies to be used to check for children'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, including assistive technologies, 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)* |
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| **Evaluate children's learning***: (1) Report the results of the pre-assessment and explain how instruction was designed and implemented based on pre-assessment results. (2) Report results of post assessment. Then examine the effectiveness of the instruction by critically evaluating assessment results and delineating how the instructional strategies impacted the children's learning, including children with and without exceptional learning needs.* |

## Scoring Guide for the Assessment

| Early Childhood Education Key Assessment 5 Effect on Student Learning: Instruction and Assessment Plan and Evaluation | | | | |
|---|---|---|---|---|
| | **Exceeds** | **Meets** | **Approaches** | **Does Not Meet** |
| **Parts 1 and 2: Lesson Planning and Implementation** | | | | |
| 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 met expectations and showed extensive understanding of ways to create safe, inclusive, and culturally responsive environments that engage young children in meaningful learning activities and social interactions. | Candidate selected, developed, and evaluated developmentally and functionally appropriate materials, equipment, and environments. Candidate created a safe, inclusive, culturally responsive environment to engage children with diverse abilities in meaningful learning activities. | Candidate selected, developed, and evaluated materials, equipment, and/or environments that mostly developmentally and functionally appropriate. Candidate created a mostly safe, inclusive, culturally responsive environment to engage children with diverse abilities in meaningful learning activities. | Candidate did not select, develop, and evaluate or rarely selected, developed, and evaluated developmentally and functionally appropriate materials, equipment, and environments. Candidate did not create or rarely created a safe, inclusive, culturally responsive environment to engage children with diverse abilities in meaningful learning activities. |
| 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 | Candidate met expectations and showed extensive understanding of content-specific knowledge and ways to implement developmentally and individually appropriate instruction that supports individual children's learning across a variety of curricular content areas. | Candidate used content-specific knowledge to develop relevant learning objectives and plan and implement developmentally and individually appropriate instruction that supports individual children's learning across curricular content areas. | Candidate used basic content-specific knowledge to develop learning objectives and plan and implement instruction that supports individual children's learning within particular curricular content areas. | Candidate did not use or rarely used basic content-specific knowledge to develop learning objectives and plan and implement developmentally and individually appropriate instruction that supports individual children's learning across curricular content areas. |

| structures of content areas or academic disciplines | | | | |
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| CEC 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities. | Candidate met expectations and showed extensive understanding of ways to modify curricula to support individual children's learning. | Candidate planned and implemented instruction that included individually appropriate adaptations and accommodations to support individual children's learning. | Candidate planned and implemented instruction that included some individually appropriate adaptations and accommodations to support individual children's learning. | Candidate did not modify or rarely modified the curricula to support individual children's learning. |
| CEC 5.2 Beginning special education professionals use technologies to support instructional assessment, planning and delivery for individuals with exceptionalities | Candidate met expectations and showed extensive understanding of ways to use technology to support instructional assessment, planning, and delivery to promote positive outcomes for individual children. | Candidate selected and used a variety of appropriate technologies, including augmentative, alternative and assistive technologies, to support instructional assessment, planning, and delivery to promote positive outcomes for individual children. | Candidate selected and used a few appropriate technologies, including augmentative, alternative and assistive technologies, to support instructional assessment, planning, and delivery to promote positive outcomes for individual children. | Candidate did not use or rarely used technologies to support instructional assessment, planning, and delivery to promote positive outcomes for all children. |
| CEC 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. | Candidate met expectations and extensive understandings of ways to promote children's language development and communication skills, including communication strategies that support children's self-advocacy. | Candidate used a variety of effective instructional strategies, communications systems, and processes to further develop students' language development and communication skills,including communication strategies that support children's self-advocacy. | Candidate used some instructional strategies, communications systems, and/or processes to develop students' language development and communication. | Candidate did not use or rarely used instructional strategies, communications systems, and processes for developing children's language and communication skills. |
| CEC 5.7 Beginning special education professionals teach | Candidate met expectations and showed extensive | Candidate used a a variety of instructional | Candidate used a a variety of instructional | Candidate did not use or rarely used a instructional |

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|---|---|---|---|---|
| cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities. | understanding of ways to develop students' critical thinking and problem solving skills. | formats, strategies, and processes to further develop students' critical thinking and problem solving skills. | formats, strategies, and processes to further develop students' critical thinking and problem solving skills. | formats, strategies, and processes to further develop students' critical thinking and problem solving skills. |
| CEC 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers. | Candidate met expectations and showed extensive understanding of ways to provide guidance and direction to paraeducators, tutors, or volunteers. | Candidate provided supportive and clear guidance and direction to paraeductors, tutors, or volunteers regarding their specific roles and responsibilities for supporting children's learning. | Candidate provided some guidance and direction to paraeductors, tutors, or volunteers regarding their specific roles and responsibilities for supporting children's learning. | Candidate did not provide or rarely provided guidance and direction to paraeductors, tutors, or volunteers regarding their specific roles and responsibilities for supporting children's learning. |
| **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 disabilities. | Candidate met expectations and showed extensive understanding of ways to appropriately use informal and formal assessment tools, including assistive technology, to support children's learning outcomes. | Candidate used a variety of appropriate informal and formal assessment tools, including assistive technology, to support children's learning outcomes. | Candidate used informal and formal assessment tools, including assistive technology, to support children's learning outcomes. | Candidate did not use or rarely used informal and formal assessment tools, including assistive technology, to support children's learning outcomes. |
| **Part 4: Effect on Student Learning** | | | | |
| CEC 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. NAEYC 5c Using own knowledge, appropriate early learning standards, and other resources | Candidate met expectations and showed extensive understanding of ways to identify and show the effect of learning experiences on children's learning and to use the data to plan additional learning experiences to | Candidate used own knowledge, appropriate learning standards, and other resources to design, implement, and evaluate developmentally and meaningfully challenging curriculum and instruction that had | Candidate used assessment results to show effect on children's learning and to plan additional learning experiences to facilitate children's development and learning. | Candidate did not use or rarely used assessment results to show effect on children's learning and to plan additional learning experiences to further promote development. |

| to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child. | facilitate child-initiated development and learning. | an effect on young children's learning and development. Candidate used assessment results to show effect on children's learning and to plan additional learning experiences to facilitate children's development and learning. | | |
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**George Mason University College of Education and Human Development**
**CAEP Common Assessment**
**Key Assessment 11 Critical Incident Analysis: Impact on Student Learning Assessment**
**Task**

**Assessment Information**
This assessment is completed during an early childhood education internship. In the Early Childhood Education program, the Critical Incident Analysis Assessment Task is assessed by the university supervisor. The candidate must achieve a score of 3 to be successful on this assignment. If candidates do not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify candidates' ability to meet learning differences and to critically analyze and reflect upon an instructional episode and connections between situations they encounter and the broader social, political, and economic forces that can impact student learning.

**Standards Addressed in This Assessment**
**InTASC Standards**: 2 & 9
**CAEP Standards:** 1.1, 1.2, 1.3, 1.5
**VDOE Standards:** 2, 3, 4, 5

**THEMES: Technology**
**SPA Standards**
*CEC 1 Beginning education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.*
*CEC 4 Beginning special educators use multiple methods of assessment and data sources in making educational decisions.*
*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 6c Engaging in continuous, collaborative learning to inform practice*
*NAEYC 6d Integrating knowledgeable, reflective, and critical perspectives on early education*

**Assessment Objectives**
- Candidates will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing learner progress.

- Candidates will use all three levels of critical reflection (technical, practical, and critical) to analyze an instructional episode to make connections between situations they encounter and the broader social, political, and economic forces that influence those events.

- Candidates will critically reflect upon a "critical incident" from a lesson and propose alternative ways of addressing the incident to affect future teaching.

**Rationale**
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 based upon 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.

For this assessment, candidates will apply Van Manen's (1977) three hierarchical levels of reflection to their holistic reflection, as explained in Yost et.al (2000):

- **Technical reflection** – focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used. (Example: "Will using a timer help Susan stay focused on her work?")
- **Practical reflection** – focuses on the assumptions underlying a specific practice and the consequences of that practice on learning. It implies the assessment of the educational implications of actions and beliefs. (Example: "Did using a 'flipped classroom" design allow my students to learn more, faster-than more traditional instruction?")
- **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. (Example: "I wonder if creating structures that provide learners with more responsibility for their learning will make them more indepdent and self-motivated learners. And will these skills carry over into the real world?" )

For this assessment, candidates will also identify a "critical incident" from their own teaching. 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 thinking, practice, attitudes, and understanding. A critical incident might be an interaction with a learner; it might be part of a teaching episode; it could be a parent interaction or just a solitary "ah-ha" moment. **For this assessment, candidates' analysis will focus on what they learn from reflecting on a critical incident identified from a lesson.**

**Directions: Critical Incident Analysis: Impact on Student Learning Assessment Task**
This assignment requires candidates to reflect at all three levels of reflection. During their internship, they will record themselves teaching a lesson for which they have developed a detailed lesson plan. **Prior to recording, they will be sure to obtain appropriate permissions from school system, school, and families as needed in their specific context.**

This assignment consists of two parts: (a) **the holistic reflection** and (b) **critical incident analysis**.
**To complete this assignment they must develop a lesson plan and record the lesson\* while teaching it. The lesson and the video will not be scored but will provide context during scoring the assessment. \***(A videotape of the lesson will help identify the critical incident; however, if they are unable to videotape for any reason, completing this assessment for a lesson observed and transcribed or scripted by a mentor or supervisor so an incident can be identified, is an acceptable option.)

**Section 1: Holistic Reflection**
> Following the lesson presentation, candidates will write a reflective statement that includes technical, practical, and critical reflections related to their lesson. (See above for additional information.)

**Section 2: Identify, Analyze, and Critically Reflect on a Critical Incident**

From their recorded lesson, candidates will select a segment (~5-10 minutes in length) that contains a critical incident, an incident that did not go as anticipated, causing them to adjust and/or rethink their instruction. Candidates will use the following to guide their description of and reflection on the critical incident captured that occurred during their lesson.

a. Provide a brief description of what is happening in the selected clip. (A review of a videotape of the lesson will help identify the critical incident; however, if unable to videotape for any reason, completing this assessment for a lesson observed and transcribed or scripted by a mentor or supervisor where an incident can be identified, is an acceptable option.)

b. Explain why this particular segment was selected.

c. Analyze the critical incident using critical reflection strategies.

-Propose alternative ways of handling the critical incident, drawing upon readings, knowledge of best practice, observations, and course work for support.

-Summarize what was learned and how it will impact future teaching.

**Submit**

Candidates will submit the following: (a) the lesson plan for the recorded lesson, (b) the holistic reflection, (c) the critical incident video clip or a detailed description/transcript of the critical incident, and (d) critical reflection of the critical incident.

**References**

Brookfield, S. D. (1990). Using critical incidents to explore learners' assumptions. J. Mezirow (Ed). *Fostering critical reflection in adulthood* (pp. 177-193). San Fransisco: Jossey-Bass.

Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process* (revised ed.), Boston: D. C. Heath.

Van Manen, M. (1977). Linking ways of knowing with ways of being practical. *Curriculum Inquiry, 6*, 205-228. http://www.jstor.org/stable/1179579

Yost, D.S., Sentner, S.M., & Forlenza-Bailey, A. (2000). An Examination of the construct of critical reflection: Implications for teacher education programming in the 21st Century. *Journal of Teacher Education, 51*(1), 39-49. doi: https://doi.org/10.1177/002248710005100105

**Key Assessment 11 Critical Incident Analysis:**
**Impact on Student Learning Assessment Task Rubric**

This assessment is completed during an early childhood education internship. In the Early Childhood Education program, the Critical Incident Analysis Assessment Task is assessed by the university supervisor. The candidate must achieve a score of 3 to be successful on this assignment. If candidates do not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify candidates' ability to meet learning differences and to critically analyze and reflect upon an instructional episode and connections between situations they encounter and the broader social, political, and economic forces that can impact ~~on~~ student learning.

**Scoring Guidelines**
**4-Exceeds Standard:** Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.
**3-Meets Standard:** This is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.
**2-Approaching Standard:** Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.
**1-Does not meet standard:** Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

| CRITERIA | Does Not Meet Standard 1 | Approaching Standard 2 | Meets Standard 3 | Exceeds Standard 4 |
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| **Part 1 – Holistic Reflection** | | | | |
| **The candidate uses a variety of data to evaluate the outcomes of teaching and learning to adapt planning and practice.** <br><br> ***InTASC 9*** <br> ***VDOE 6*** <br> ***CEC 4*** <br> Beginning special educators use multiple methods of assessment and | The candidate used either a single data point to evaluate the outcomes of teaching and/or does not address analysis and insights to adapt planning and practice for subsequent learning. | The candidate used limited data points to evaluate the outcomes of the learning experience, and/or provides limited strategies and insights to adapt planning and practice for subsequent learning experiences. | The candidate used a variety of data points to evaluate the outcomes of the learning experience and also a variety of learning strategies and insights to adapt planning and practice for subsequent learning experiences. | The candidate used a variety of data points to evaluate the outcomes of the learning experience. The candidate selects a variety of learning strategies and insights to adapt planning and practice for subsequent learning experiences. The candidate provides detailed rationale for the |

| data sources in making educational decisions. | | | | selection of strategies and the adaptation of instructional practice. |
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| **The candidate uses ongoing analysis and reflection to improve planning and practice.**<br><br>*InTASC 9*<br>*VDOE 6*<br>*NAEYC 4d*<br>Reflecting on own practice to promote positive outcomes for each child | There was no evidence that the candidate used all three levels of analysis and/or reflection to improve planning and practice. | The candidate used all three levels of analysis. However, the analysis is superficial and reflection is not at a critical level to improve planning and practice. | The candidate used all three levels of analysis and critical reflection in an indepth manner to improve planning and practice. | The candidate effectively used all three levels of analysis and critical reflection to improve planning and practice. Additionally, the candidate analyzed and anticipated/predicted the impact that changes in strategies and practice would have on learners in subsequent experiences. |
| **Part 2-- Critical Incident Analysis and Critical Reflection** | | | | |
| **The candidate critically reflects on a crital incident based on the cause and effect relationship between underlying issues and motivators that impact learning.**<br><br>*InTASC 9*<br>*VDOE 6*<br>*NAEYC 6d*<br>Integrating knowledgeable, reflective, and critical perspectives on early education | The candidate reflected at a technical or practical level. | The candidate made an inaccurate or incomplete critical reflection of the critical incident by identifying poorly matched underlying issues and motivators impacting learners. | The candidate made a complete critical reflection of the critical incident based on the cause and effect relationship between underlying issues and motivators impacting learners. | The candidate made a complete critical reflection of the critical incident based on the cause and effect relationship between underlying issues and motivators and includes reflection and problem-solving strategies to improve instruction. |

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| **The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences.**<br><br>***InTASC 9 VDOE 6 NAEYC 6c*** Engaging in continuous, collaborative learning to inform practice | There was no evidence that the candidate engaged in ongoing learning opportunities to plan to improve teaching and learning. | There was minimal evidence that the candidate engaged in ongoing learning opportunities to plan to improve teaching and learning. | The candidate identified examples of possible options to effectively engage in ongoing learning opportunities to plan to improve teaching and learning. | The candidate identified specific evidence of strategies to effectively engage in ongoing learning opportunities to plan to improve teaching and learning that directly relate to the critical incident. |
| **The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of instruction.**<br><br>***InTASC 9 VDOE 6 NAEYC 6b*** Knowing about and upholding ethical standards and other early childhood professional guidelines | There is no evidence that the candidate reflected on his/her personal biases. The candidate did not access resources to deepen his/her own understanding of individual differences. | The candidate providee evidence that he/she reflects at the technical level on his/her personal biases and accesses resources to deepen his/her own understanding of limited individual differences. | The candidate provided evidence that he/she critically reflects on personal biases and accesses appropriate resources to deepen his/her own understanding of a variety of individual differences. | The candidate provided evidence that he/she critically reflects on personal biases and accesses multiple resources to deepen his/her own understanding of a variety of specific individual differences. |
| **The candidate uses knowledge of individual differences to** | The candidate did not build relationships and did not create | The candidate built relationships and created relevant | The candidate built relationships and created relevant | The candidate built relationships and created relevant |

| build relationships to create more relevant learning experiences. | relevant learning experiences for learners. | learning experiences for some learners. | learning experiences based upon the knowledge of individual learner differences. | and authentic learning experiences based upon the knowledge of specific individual learner differences. |
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| *InTASC 2*<br>*VDOE 1*<br>*CEC 1*<br>Beginning education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. | | | | |