



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

Spring 2019
EDCI 790 651: Internship in Education
CRN: 22808, 1 – Credit

Instructor: Dr. Kelley Regan	Meeting Dates: 1/10/2019 – 5/15/2019
Phone: 703-993-9858	Meeting Day(s): Individual; online
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Office Hours: by appointment with instructor	Meeting Location: Off Campus
Office Location: Finley building Room 201B	Other Phone: 571-235-6228

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s): None

Co-requisite(s): None

Course Description

Intensive, supervised clinical experience for full semester in accredited school. Students must register for appropriate section. Offered by [Graduate School of Education](#). May be repeated within the term for a maximum 6 credits.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Have you met with an advisor? All students should make an appointment to meet with an advisor to outline a plan for completing coursework and non-course requirements such as testing. To make an appointment by phone or in person, go to <http://gse.gmu.edu/special-education/advising/>.

Course Instructional Method

This is an internship course that will focus on your work in the classroom. Therefore, we will communicate via our Blackboard course, face to face meetings, and virtually. The purpose is to provide coaching and support as you begin your teaching of students with disabilities who access the general curriculum. To participate students must be registered in EDSE 502 651, be a member of Loudoun County Public Schools cohort and submit an application for internship (by the end of the course).

Course Delivery Method

Learning activities include the following:

1. Application activities
2. Video and other media supports
3. Electronic supplements and activities via Blackboard

Learner Outcomes

1. Demonstrate understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.
2. Demonstrate the integration of the theoretical methodology with the practical applications in the field.
3. Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that child based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.
4. Monitor and analyze teaching performance.
5. Demonstrate additional competencies contained in personal goals statement or delineated by instructor.

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3) and CEC Standard 6: Professional learning and ethical practice (InTASC 9).

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to characteristics of students with mild disabilities, etiology of mild disabilities, inclusionary practices. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities

Required Textbooks

None

Recommended Textbooks

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

Required Resources

Access to Blackboard

Additional Readings

Optional. Posted on Blackboard.

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).

Tk20 Performance-Based Assessment Submission Requirement

All students in the Students with Disabilities who Access the General Curriculum program must complete several performance-based assessments across the 3 one-credit hour internships. In this course, students will complete activities to show evidence of CEC Standards 2 (InTASC 3) and 6 (InTASC 9) of the Internship rubric.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

Completion of items under CEC Standards 2 (InTASC 3) and 6 (InTASC 9) of the Internship rubric are required. The entire rubric (to be completed over all three one-credit hour courses) is on the Blackboard site and the relevant items of the rubric for this course are attached at the end of this syllabus as Assessment A on page 7.

College Wide Common Assessment (TK20 submission required)

The Critical Incident Analysis assignment is to be completed in this course. The assignment and the rubric is attached at the end of this syllabus as Assessment B on page 25.

Performance-based Common Assignments (No Tk20 submission required)

Summary of Placement, Supervisors, Hours, and Final Grade. This is to be completed, signed, and uploaded to Blackboard.

Other Assignments

The following assignments are REQUIRED to complete this one-credit internship (all information related to the assignments is posted in Blackboard):

1. Teaching/goal setting statement
2. Building on the three learning modules from Internship Part 1 (specific assignments in each including the **Critical Incident Analysis**)
3. Teaching log of hours

The following assignments are OPTIONAL for this one-credit internship (all information related to the assignments is posted in Blackboard):

1. Blog posts
2. Online “coffee chats”
3. Journal entries
4. Wiki materials sharing

Course Policies and Expectations

Attendance/Participation

This one-credit internship course is an opportunity for teacher candidates to use the information they are learning in their EDSE 502 course in their classrooms with feedback and support. The expectation is that the teacher candidate will complete all assignments in the course by the end of the semester. Two of the learning modules on Blackboard require the teacher candidate to schedule virtual or face-to-face coaching sessions with the instructor. All teacher candidates are expected to (1) provide information related to those appointments (e.g., lesson plans) 24 hours before the appointment, (2) keep the appointment, and (3) connect with the instructor for a debrief session within 48 hours after the appointment. This may be via email, phone call, or other means. Cancellation of an appointment must occur 24 hours in advance unless it is due to an emergency. If school is cancelled for some reason, the appointment is automatically cancelled.

Late Work

All assignments for this course must be satisfactorily completed by the end of the semester (May 15) in order to earn a Satisfactory grade. Please see the schedule on page 5/6 for guidelines. Please do not hesitate to contact me if you need additional information or time to complete your assignments. Do not wait until the last minute to do this! We will check in frequently during the semester—this course is meant to support your learning in your first year of teaching, not add to the stress.

Other Requirements

Teacher candidates must have completed the first of the three one-credit internships for the “651” cohort. Teacher candidates must complete their first aid, VCLA, and Praxis testing requirements before a grade can be assigned. If these requirements are not met, the teacher candidate will receive an IP (in progress) until testing requirements are met.

Grading Scale

Grades for the internship are:

- **S** Satisfactory: Teacher Candidate successfully completes all assignments of the one-credit internship.
- **NC** No Credit: Teacher Candidate does not successfully complete all assignments of the one-credit internship. This may require the teacher candidate to repeat the internship.
- **IP** In Progress: The Teacher Candidate’s performance cannot be evaluated at the end of the grading period due to extenuating circumstances (medical or family emergency, etc.) or incomplete testing requirements. IP grade can be changed to S or NC upon completion of requirements.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>.

Class Schedule

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

Blackboard Location	Assignment		Due Date
Journal	Teaching statement with goals		Before Feb. 14
Course Content	“Coaching” Module A for Internship 2	Review lessona; Complete two coaching sessions	Before March 15

	Identify targeted goal	1:1 goal setting meeting w/ instructor	Before March 30th
	“Goal setting and coaching” Module B for Internship 2	Complete readings; Complete two BIE coaching sessions	Before April 19
	“Reflection: Critical Incident Analysis assignment ” Module C for Internship 2	Review new material; Complete the critical incident analysis assignment; video analysis	Before May10 (or before)

OPTIONAL ACTIVITIES

Blackboard Location	Assignment		Due Date
Blog	Posting any questions you have to faculty and peers		Anytime during the semester
Collaborate	Weekly online “coffee chats” with faculty	Share successes; talk about challenges	Anytime during the semester
Wiki	Share materials/lesson plans with faculty and peers		Anytime during the semester

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 silence all sound emitting devices 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/>.

Appendix

Assessment A

Internship Rubric for Candidates in Initial Individualized General Curriculum Licensure Program

Candidate's Name

Mentor Teacher

University Supervisor

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

Signature Indicating Participation in Review/Conference Process:

Mentor Teacher

Date

University Supervisor

Date

Candidate

Date

Purpose and Instructions

Consistent with the College of Education and Human Development's conceptual framework, the purpose of the Internship Rubric is to prepare candidates to reflect on their practice and to provide a system for Candidates, Mentor Teachers, and University Supervisors to assess a candidate's growth over time. The Rubric is designed to assess a candidate's growth during the internship. The Rubric consists of Interstate Teacher Assessment and Support Consortium (InTASC) and Council for Exceptional Children (CEC) standards, each with a series of key elements. The first column indicates key elements of the InTASC standards, and the second column indicates key elements of the CEC standards (i.e., the Specialized Professional Association [SPA] for special education programs). The candidate is assessed on each element across the rubric.

The University Supervisor and Mentor Teacher will complete the Rubric with the Candidate at the end of each internship. The University Supervisor and Mentor Teacher should evaluate every item on the Rubric, whether by observation or by other documentation. The University Supervisor submits the final, completed Rubric to the Educator Preparation Office (EPO) and the Candidate uploads a copy of the Rubric (including signature page and all rubric pages) to Tk20.

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. Do not score CEC Key Element items as a 2.

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. For CEC Key Element items, a 1 is used to score any item in which the candidate does not meet the Target.

Note: CEC Key Element items are only scored as a **1, 3, or 4**; do **not** rate any CEC Key Element items as a **2**.

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>3.1 Candidate organizes and manages create face-to-face and virtual environments that support individual and collaborative learning.</p> <p>VDOE 5</p> <p>Technology </p> <p>College-and-Career-Ready </p>		<p>There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.</p>	<p>Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.</p>	<p>The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p>	<p>The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners.</p>	


InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2d. Designs learning environments that encourage active participation in individual and group activities and encourage student independence.	Candidate fails to design learning environments that encourage participation in individual and group activities or to encourage student independence.	DO NOT USE	Candidate designs learning environments that encourage active participation in individual and group activities and encourage increased independence.	Candidate integrates social skills instruction and strategies for enhancing motivation for each individual student and the group as a whole as they design learning environments that encourage active participation in individual and group activities and encourage student independence.	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>3.2 Teacher Candidate encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>VDOE 5</p> <p>College-and-Career-Ready</p> 		<p>The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners' age or background. Learners are not engaged in learning.</p>	<p>The classroom is a teacher-centered environment. Candidate attempts to accommodate learners' questions or interests.</p> <p>Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.</p>	<p>The classroom is a learner-centered environment. Candidate successfully accommodates learners' questions or interests.</p> <p>Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.</p>	<p>Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event.</p> <p>All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.</p>	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2a. Creates an orderly and supportive environment by designing and managing routines.	Candidate fails to design and manage classroom routines thereby fails to create an orderly and supportive environment.	DO NOT USE	Candidate creates an orderly and supportive environment by establishing consistent classroom routines.	Candidate actively analyzes the needs of the learners with exceptionalities in order to create an orderly and supportive environment. Candidate manages classroom routines and is responsive to the changing needs of an individual with an exceptionality.	
	2b. Teaches individuals with exceptionalities to give and receive meaningful feedback from peers and adults.	Candidate allows students to give inappropriate feedback to peers and adults OR candidate fails to provide instruction in how to appropriately receive meaningful feedback from peers and adults.	DO NOT USE	Candidate explicitly teaches individuals with exceptionalities to give and receive meaningful feedback from peers and adults.	Candidate explicitly teaches individuals with exceptionalities to give and receive meaningful feedback from peers and adults. Candidate provides multiple opportunities for practice of these skills.	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2e. Modifies the learning environment to manage behaviors, time, space, and materials to keep students with mild to moderate exceptionalities productively involved in learning.	Candidate fails to modify the learning environment to manage behaviors to keep learners with exceptionalities productively involved in learning.	DO NOT USE	Candidate modifies the learning environment to manage behaviors, time, and space to keep learners with exceptionalities productively involved in learning. Candidate establishes clear classroom procedures.	Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep learners with exceptionalities productively involved in learning. Candidate establishes clear classroom procedures, discourages disruptions, and promotes interaction with learners with exceptionalities.	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2f. Demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously but fails to provide attention to each.	DO NOT USE	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.	Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each. Candidate moves efficiently between and among activities, making adaptations as necessary to promote student success.	
	2g. Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate is ineffective in using behavior management strategies to handle disruptive or destructive behavior.	DO NOT USE	Candidate uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate plans and implements individualized behavior plans, which include effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2h. Promotes appropriate behavior through clear communication of realistic expectations while respecting and valuing individual differences and cultural diversity.	Candidate fails to communicate high expectations for all learners with exceptionalities.	DO NOT USE	Candidate promotes appropriate student behavior through clear communication of realistic expectations for personal and social behavior.	Candidate promotes appropriate student behavior through clear communication of realistic expectations for personal and social behavior. Candidate describes an awareness of student behavior within the context of student background and cultural diversity.	

InTASC 3. Learning Environments

The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
	2i. Uses the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities.	Candidate uses behavior management strategies that do not meet the needs of the individual with exceptionalities.	DO NOT USE	Candidate uses the least intensive behavior management strategy consistent with the needs of the individual with exceptionalities and implements the strategy with fidelity.	Candidate gathers background information on the individual with exceptionalities and uses this information in order to determine the most appropriate least intensive behavior management strategy. Candidate implements this strategy with fidelity, makes modifications as needed, and examines the efficacy of the strategy following the intervention.	
	2j. Establishes and maintains rapport with individuals with and without exceptional learning needs.	Candidate fails to establish caring, friendly interactions or a rapport with individuals with and without exceptionalities.	DO NOT USE	Candidate establishes and maintains rapport with individuals with and without exceptionalities.	Candidate consistently establishes caring, friendly interactions and a positive rapport with individuals with and without exceptionalities.	

InTASC 3. Learning Environments						
The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self-motivation.						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
Comments/Goals:						

InTASC 9. Professional Learning and Ethical Practice						
<i>The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.</i>						
InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
9.1 Candidate engages in ongoing professional learning. VDOE 6		<i>The candidate engages in no professional development activities to enhance knowledge or skill.</i>	<i>The candidate participates in professional activities to a limited extent when they are convenient or required by others.</i>	<i>The candidate engages in ongoing opportunities for professional development to enhance content knowledge and pedagogical skill.</i>	<i>The candidate seeks out opportunities for professional development that addresses personal goals and a systematic approach to continual learning.</i>	


InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
	<i>6h. Engages in professional activities that benefit individuals with exceptionalities, their families, and his/her colleagues.</i>	<i>Candidate fails to demonstrate concept of oneself as a lifelong learner OR does not actively plan and engage in professional activities that foster professional growth OR does not keep current with evidence-based best practices.</i>	<i>DO NOT USE</i>	<i>Candidate engages in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues. Candidate actively plans and engages in professional activities that foster professional growth.</i>	<i>Candidate demonstrates concept of oneself as a lifelong learner by actively planning and engaging in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues AND keeps current with evidence-based best practices, AND shares new information with colleagues in a collaborative manner.</i>	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

InTASC Key Element	CEC Key Element	1 Does Not Meet	2 Approaching	3 Meets	4 Exceeds	Evidence
<p>9.2 Candidate uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community).</p> <p>VDOE 6</p> <p>Diversity</p> 		<p>Candidate has no suggestions for how a lesson could be improved if taught again.</p>	<p>Candidate makes general suggestions about how a lesson could be improved but does not address how their choices and actions affect others.</p>	<p>The candidate evaluates his/her practice and identifies revisions to the lesson for future use. Evaluation includes reflecting upon how the learners, families, other professionals, and the community affect teacher choices and actions.</p>	<p>The candidate evaluates his/her practice and identifies specific revisions to the lesson for future use. Evaluation draws upon an extensive repertoire of skills. The candidate offers specific alternative actions that include the probable success of different courses of action and how the actions affect learners, families, other professionals, and the community.</p>	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
	<i>6c. Reflects on his/her professional practice.</i>	<i>Candidate displays no evidence of the ability or willingness to reflect on effectiveness, is unaware of effectiveness or student learning.</i>	<i>DO NOT USE</i>	<i>Candidate shows evidence of reflecting on his/her professional practice.</i>	<i>Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Candidate uses evidence of effectiveness in planning for further instruction.</i>	
	<i>6g. Demonstrates commitment to engage in research-supported practices.</i>	<i>Candidate fails to use research-supported practices in instruction.</i>	<i>DO NOT USE</i>	<i>Candidate demonstrates commitment to the use of research-supported practices in instruction.</i>	<i>Candidate demonstrates a commitment to the use of research-supported practices AND can articulate a clear rationale for doing so.</i>	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
<i>9.3 Candidate adapts practice to meet the needs of each learner in an ethical and responsible manner.</i> <i>VDOE 6</i>		<i>Candidate is not honest in interactions with colleagues, learners, and the public.</i>	<i>Candidate is honest in interactions with colleagues, and classroom instruction.</i>	<i>Candidate displays high standards of honesty, integrity, and confidentiality in instructional planning and interactions with colleagues, learners, and the public.</i>	<i>Candidate consistently exhibits the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues to uphold ethical practices.</i>	
	<i>6a. Exhibits a commitment to practice within the CEC Code of Ethics.</i>	<i>Candidate provides examples of how his/her practice adheres to CEC Code of Ethics.</i>	<i>DO NOT USE</i>	<i>Candidate can describe and provide examples of his/her commitment to practice within the CEC Code of Ethics.</i>	<i>Candidate can describe and provide examples of his/her commitment to practice within the CEC Code of Ethics. Candidate can describe the value of adhering to professional standards.</i>	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
	<i>6b. Demonstrates commitment to developing educational and quality of life potential of individuals with exceptionalities.</i>	<i>Candidate fails to articulate how his/her instruction links to the development of educational and quality life potential of individuals with exceptionalities.</i>	<i>DO NOT USE</i>	<i>Candidate demonstrates, through instruction and rapport with students, a commitment to developing educational and quality of life potential of individuals with exceptionalities.</i>	<i>Candidate demonstrates, through instruction and rapport with students, a commitment to developing educational and quality of life potential of individuals with exceptionalities. Candidate can articulate accurate ideas of link between instruction and education and quality of life potential for individuals with exceptionalities.</i>	
	<i>6d. Observes school policies and procedures.</i>	<i>Candidate violates school policies and procedures.</i>	<i>DO NOT USE</i>	<i>Candidate observes school policies and procedures.</i>	<i>Candidate consistently observes and enforces school policies and procedures.</i>	

InTASC 9. Professional Learning and Ethical Practice

The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.

<i>InTASC Key Element</i>	<i>CEC Key Element</i>	<i>1 Does Not Meet</i>	<i>2 Approaching</i>	<i>3 Meets</i>	<i>4 Exceeds</i>	<i>Evidence</i>
	<i>6e. Demonstrates effective oral communication skills.</i>	<i>Candidate's oral communication is difficult to understand or follow, making it ineffective.</i>	<i>DO NOT USE</i>	<i>Candidate demonstrates effective oral communication skills.</i>	<i>Candidate demonstrates highly effective oral communication skills making material presented verbally easy to understand and follow.</i>	
	<i>6f. Demonstrates effective written communication skills.</i>	<i>Candidate's written communication is difficult to understand or follow, making it ineffective.</i>	<i>DO NOT USE</i>	<i>Candidate demonstrates effective written communication skills.</i>	<i>Candidate demonstrates highly effective written communication skills making material presented in writing easy to understand and follow.</i>	

Assessment B

Critical Incident Analysis: Impact on Student Learning Assessment Task

Assessment Information:

This assessment is completed during the special education clinical internship (EDSE 783/784/785). In the Special Education licensure programs, 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 a candidate does not earn a 3 on the assignment, they must meet with the University Supervisor prior to resubmitting. The data from this assessment are used to identify gaps 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.

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 

Assessment Objectives

- The candidate will use knowledge of learning differences and assessment to develop an instructional plan including a plan for assessing the learner progress.
- The candidate 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.
- The candidate 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, you'll apply Van Manen's (1977) three hierarchical levels of reflection to your 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 independent and self-motivated learners. And will these skills carry over into the real world?”)

For this assessment, you’ll also identify a “critical incident” from your 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: your thinking, your practice, your attitudes, and your 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, your analysis will focus on what you learn from reflecting on a critical incident identified from a lesson.**

Directions: Critical Incident Analysis: Impact on Student Learning Assessment Task

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

This assignment consists of two parts: (a) **the holistic reflection**, and (b) **critical incident analysis**.

To complete this assignment you 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 you 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, write a reflective statement that includes technical, practical, and critical reflections related to your lesson. (See above for additional information.)

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

From your recorded lesson, select a segment (~5-10 minutes in length) that contains a critical incident, an incident that did not go as you anticipated, causing you to adjust and/or rethink your

instruction. Use the following to guide your description of and reflection on the critical incident captured that occurred during your 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 you are 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. You should draw upon your readings, knowledge of best practice, observations, and course work for support.
 - Summarize what was learned and how it will impact your future teaching.

Submit: (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 Publishers.

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>

Critical Incident Analysis: Impact on Student Learning Assessment Task Rubric
(rubric completed by University Supervisor in Tk20 ONLY)

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
Part 1 – Holistic Reflection				
<p>The candidate uses a variety of data to evaluate the outcomes of teaching and learning to adapt planning and practice.</p> <p><i>InTASC 9 VDOE 6</i></p>	<p>The candidate uses either a single data point to evaluate the outcomes of teaching and/or does not address their analysis and insights to adapt planning and practice for subsequent learning.</p>	<p>The candidate uses 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.</p>	<p>The candidate uses a variety of data points to evaluate the outcomes the learning experience and also a variety of learning strategies and insights to adapt planning and practice for subsequent learning experiences.</p>	<p>The candidate uses a variety of data points to evaluate the outcomes the learning experience. The candidate selects a variety of learning strategies and insights to adapt planning and practice for subsequent learning experiences.</p> <p>The candidate provides detailed</p>

				rationale for the selection of strategies and the adaptation of instructional practice.
<p>The candidate uses ongoing analysis and reflection to improve planning and practice.</p> <p><i>InTASC 9 VDOE 6</i></p>	There was no evidence that the candidate used ongoing 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 uses 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				
<p>The candidate critically reflects on a critical incident based on the cause and effect relationship between underlying issues and motivators that impact learning.</p>	The candidate does reflect at a technical or practical level.	The candidate makes an inaccurate or incomplete critical reflection of the critical incident by identifying poorly matched underlying issues and motivators impacting learners.	The candidate makes a complete critical reflection of the critical incident based on the cause and effect relationship between underlying issues and motivators impacting learners.	The candidate makes a complete critical reflection of the critical incident based on the cause and effect relationship between underlying issues and motivators and includes reflection,

<i>InTASC 9 VDOE 6</i>				and problem-solving strategies to improve instruction.
<p>The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences.</p> <p><i>InTASC 9 VDOE 6</i></p>	<p>There was no evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>There was minimal evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>The candidate identifies examples of possible options to effectively engage in ongoing learning opportunities to plan to improve teaching and learning.</p>	<p>The candidate identifies 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.</p>
<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of instruction.</p> <p><i>InTASC 9 VDOE 6</i></p>	<p>There is no evidence that the candidate reflects on his/her personal biases.</p> <p>The candidate did not access resources to deepen his/her own understanding of individual differences.</p>	<p>The candidate provides 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.</p>	<p>The candidate provides 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.</p>	<p>The candidate provides 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.</p>
<p>The candidate uses knowledge of individual</p>	<p>The candidate does not build relationships and does not create</p>	<p>The candidate builds relationships and creates relevant</p>	<p>The candidate builds relationships and creates relevant</p>	<p>The candidate builds relationships and creates relevant</p>

<p>differences to build relationships to create more relevant learning experiences.</p> <p><i>InTASC 2</i> <i>VDOE 1</i></p>	<p>relevant learning experiences for learners.</p>	<p>learning experiences for some learners.</p>	<p>learning experiences based upon the knowledge of individual learner differences.</p>	<p>and authentic learning experiences based upon the knowledge of specific individual learner differences.</p>
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