



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

Fall 2020

EDSE 784 001: Internship: Adapted Curriculum

CRN: 74609, 3 – 6 – Credits

Instructor Contact Information	Course Time and Location
Instructor of Record: Dr. Melissa Ainsworth	Meeting Dates: 08/24/20 – 12/16/20
Phone: varies by University Supervisor	Meeting Day(s): N/A
E-Mail: varies by University Supervisor	Meeting Time(s): N/A
Office Hours: By appointment	Meeting Location: Placement Site
Office Location: varies by University Supervisor	Other Phone: N/A

❖ 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):

VCLA, Praxis Core, and other program specific requirements have been met; application for internship on file by program deadline.

Co-requisite(s):

None

Course Description

Applies, in supervised internships, university course work in Adapted Curriculum to instruction of children and their families in school settings.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Are you planning to waive one of the two internship requirements for your teacher licensure program? The waiver is not automatic. Be sure to send the waiver documentation (http://cehd.gmu.edu/assets/docs/forms/InternshipWaiv_forms.pdf) to your advisor.

Course Delivery Method

Learning activities include the following:

1. Individual demonstration
2. Classroom observations
3. Discussions and consultation
4. Reflection activities
5. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of the course, teacher candidates/students will be able to:

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 positive and appropriate interactions with students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about students with disabilities.
4. Develop and implement developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.
5. Demonstrate the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.
6. 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.
7. Demonstrate support within an integrated environment, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of students, ability to modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with

disabilities by providing direct or indirect support and the knowledge of how to work with groups of students demonstrating mixed abilities and needs (whether identified as disabled or not).

8. Select and utilize assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, VAAP (as assessed for individual students), etc.
9. Develop developmentally, educationally and functionally appropriate IEPs.
10. Select and utilize workable and useful data/record keeping strategies.
11. Monitor and analyze teaching performance.
12. Demonstrate additional competencies contained in personal goals statement or delineated by the cooperating teacher and/or university supervisor.

Professional Standards

(Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

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 experience will help interns apply evidence-based practices (EBPs) that can be used in their teaching to improve outcomes for students with disabilities.

Required Texts

Special Education Internship Handbook for Fall 2020

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Required Resources

Access to Blackboard and Mason email, and access to other virtual communication tools (e.g. Zoom, OneDrive) as needed

Course Performance Evaluation

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

VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA.

For EDSE 784, the required PBA is Clinical Experience Continuum AND Log of Hours (All Programs). Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

- Internship Rubric (Assessment A; see Internship Handbook)

College Wide Common Assessment (VIA submission required)

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).

- Teacher Candidate Dispositions Rating (Assessment B; see Internship Handbook)

Performance-based Common Assignments (No VIA submission required)

- Log of Hours (Form 1 in Internship Handbook; all completed/signed pages uploaded to the Forms page of Blackboard)
- Internship Summary and Final Grade (Form 2 in Internship Handbook; all completed/signed pages uploaded to the Forms page of Blackboard)
- Observation Summary Report (Form 3 in Internship Handbook; all completed reports [at least 3 completed by the University Supervisor, at least 2 completed by Mentor Teacher for traditional teacher candidates only] uploaded to the Forms page in Blackboard)
- Weekly Reflection (Form 4 in the Internship Handbook; uploaded to the Forms page of Blackboard)
- End-of-Internship Evaluation (CEHD-wide evaluation completed online prior to internship completion)

Other Assignments

- Lesson plans, observations, and pre- and/or post-observation conferences (see Internship Handbook)
- Any other assignments may be assigned at the University Supervisor's discretion

Course Policies and Expectations

Attendance/Participation

Please refer to the *Special Education Internship Handbook* for internship policies and expectations

Late Work

All internship activities and assignments are scheduled between the University Supervisor, Mentor Teacher, and Teacher Candidate. If an assignment cannot be completed as required, the Teacher Candidate must notify the University Supervisor and Mentor Teacher in advance and must work with the University Supervisor and Mentor Teacher to reschedule or adjust the deadline accordingly. Note that submission of all assignments in accordance with the agreed upon schedule increases the likelihood of on-time completion of internship requirements.

Other Requirements

- **Personal Appearance and Professional Conduct:** Candidates must dress professionally and exhibit professional behavior in their assigned school at all times. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school. If a Candidate cannot find a copy of the faculty handbook, he/she should contact the Mentor Teacher. Candidates should also note that Mentor Teachers and University Supervisors evaluate a Candidate's teaching dispositions and professionalism during the internship (see the Teacher Candidate Dispositions Rating in the Internship Handbook).

- **Holidays and Vacations:** Candidates must follow the calendar of their assigned school for their internship. The school's calendar may be different from George Mason's calendar during the semester of internship. The Teacher Candidate always follows the calendar of the assigned school during internship. This applies to Thanksgiving and spring break holidays as well.
- **Teacher Candidates and Substitute Teachers:** Traditional Internship Candidates may NOT act as substitute teachers under any circumstance. A school division-designated substitute teacher must be provided when a Mentor Teacher is absent.
- **Important Considerations:** If Candidates do not comply with on-site school expectations, school divisions have the right to request the Candidate be removed from the assigned school. There is no guarantee that a Teacher Candidate will be approved for an alternate assignment or location. Candidates who do not uphold the professional behaviors and dispositions promoted by CEHD may be removed from internship and/or referred to the Office of Student and Academic Affairs as needed. On-site school expectations include the social media presence of Teacher Candidates. The Teacher Candidate Dispositions Rating (see Internship Handbook) includes the expectations for teaching dispositions. Each school site has faculty expectations outlined in a faculty handbook. Candidates are strongly encouraged to purchase professional liability insurance through membership in the Student Virginia Education Association, the Council for Exceptional Children, or through a private carrier in case of civil legal action. Candidates employed by a school division are encouraged to purchase additional coverage to supplement what is provided.
- **Accommodations in Internships:** Students must be able to perform the essential functions of the internship site assigned with or without an accommodation. Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

Grading Scale

(From the Internship Handbook)

Grades for the internship are:

- **S Satisfactory:** Teacher Candidate successfully meets the clinical internship requirements and can be recommended for teacher licensure.
- **NC No Credit:** Teacher Candidate will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. This may require enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision. In some cases, a grade of NC may be accompanied by a recommendation that the Teacher Candidate not be allowed to repeat the internship. In such cases, the Candidate may be counseled out of the licensure program although not necessarily out of the degree program.
- **IP In Progress:** The Teacher Candidate's performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC upon completion of requirements.

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site \(https://oai.gmu.edu/\)](https://oai.gmu.edu/) and [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](https://catalog.gmu.edu/policies/honor-code-system/). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Class Schedule

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

The Teacher Candidate, Mentor Teacher, and University Supervisor work together to determine the schedule of observations and activities. Therefore, the Triad should agree upon the basic schedule during the initial meeting of the internship.

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: See [Core Values \(http://cehd.gmu.edu/values/\)](http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See [Honor Code and System \(https://catalog.gmu.edu/policies/honor-code-system/\)](https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing. See [Responsible Use of Computing \(http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/\)](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 [Disability Services \(https://ds.gmu.edu/\)](https://ds.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 VIA should be directed to [VIA Help support@watermarkinsights.com](mailto:VIA_Help_support@watermarkinsights.com). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- **For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix

Assessment Rubric(s)



Internship Rubric – Fall 2020
for Candidates in Initial Adapted Curriculum Licensure Program

Candidate's Name

Mentor Teacher

University Supervisor

School		School Division	
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 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 Candidate uploads a copy of the Rubric (including signature page and all rubric pages) to VIA.

In the Fall 2020 semester, due to distance learning and instructional changes in response to COVID-19, the Internship Rubric has been modified to only include items that are (a) essential for candidate growth and (b) applicable to alternative/distance learning environments. The Mentor Teacher and University Supervisor will collaboratively evaluate each item throughout the internship, and will provide a final rating at the end of the internship. During Fall 2020, an N/A rating is available for any items unable to be observed and/or adequately evaluated. The Teacher Candidate will still be required to upload a copy of the signed and completed Internship Rubric to VIA at the end of the internship, but the University Supervisor does not have to complete any ratings within VIA due to the rubric modifications.

Scoring Guidelines for Fall 2020

3-Exceeds Standard: Candidates receive a score of 3 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.

2-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 2 have successfully met the standard.

1-Does not meet standard: Candidates receive this score when their understanding and effort does not meet the Target. Candidates who receive a 1 have not successfully met the target.

N/A-Not applicable: During Fall 2020, a rating of N/A may be used for any item that was unable to be observed and/or adequately evaluated in the instructional environment. For items given this rating, N/A can be written in the Evidence column.

CEC Standard 2: Learning Environments

<i>CEC Key Element</i>	1 Does Not Meet	2 Meets	3 Exceeds	Evidence
2b. Motivates students with moderate to severe exceptionalities through interesting and challenging activities.	Candidate fails to develop interesting and challenging activities to motivate students with moderate to severe exceptionalities.	Candidate motivates students with moderate to severe exceptionalities through interesting and challenging activities.	Candidate takes student interests and abilities into consideration and designs a variety of learning activities, which motivate and challenge students with moderate to severe exceptionalities. Candidate uses evidence-based practices to motivate students with moderate to severe exceptionalities.	

<i>CEC Key Element</i>	1 Does Not Meet	2 Meets	3 Exceeds	Evidence
2c. Organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.	Candidate organizes, develops, and sustains a safe, equitable, positive and supportive learning environment but fails to demonstrate that diversities are valued.	Candidate organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.	Candidate solicits student input and provides opportunities for choice making in order to organize, develop and sustain a safe, equitable, positive and supportive learning environment. Candidate analyzes students' linguistic and cultural background and considers the class diversity while establishing the learning environment.	
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.	Candidate designs learning environments that encourage active participation in individual and group activities and encourage student independence.	Candidate designs learning environments that are multisensory, 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.	

<i>CEC Key Element</i>	1 Does Not Meet	2 Meets	3 Exceeds	Evidence
2e. Modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.	Candidate fails to modify the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.	Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.	Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning. Candidate establishes clear classroom procedures, discourages disruptions, and promotes interaction with students with moderate to severe exceptionalities.	
2h. Communicates high expectations while respecting and valuing individual differences and cultural diversity.	Candidate fails to communicate high expectations for all students with moderate to severe exceptionalities.	Candidate promotes appropriate student behavior through clear communication of high expectations for all students with moderate to severe exceptionalities.	Candidate communicates high expectations; develops an awareness of student behavior within the context of student background and cultural diversity.	

CEC Standard 4: Assessment

<i>CEC Key Element</i>	1 Does Not Meet	2 Meets	3 Exceeds	Evidence
4b. Plans for using various methods to assess students' learning.	Candidate fails to plan for using various methods to assess students' learning.	Candidate plans for using various methods to assess students' learning.	Candidate plans for using various evidence-based methods to assess students' learning.	
4c. Regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate fails to monitor student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate plans and implements ongoing assessments to check for understanding and mastery of concepts through observation of students' performance and evaluation of their work and clearly communicates their assessment findings to the students with moderate to severe exceptionalities and other key stakeholders.	
4f. Develops or modifies individualized assessment strategies.	Candidate fails to develop or modify individualized assessment strategies.	Candidate develops or modifies individualized assessment strategies.	Candidate develops, modifies, and uses clinical judgment upon individualized assessment strategies in order to gather a variety of data for instructional decision-making.	

CEC Standard 5: Instruction

<i>CEC Key Element</i>	1 Does Not Meet	2 Meets	3 Exceeds	Evidence
5a. Selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with moderate to severe exceptionalities and settings.	Candidate selects and implements a variety of evidence-based practices but fails to make differentiate instruction on an individual level to promote student understanding of academic learning for all students with moderate to severe exceptionalities.	Candidate selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with moderate to severe exceptionalities and settings.	Candidate implements multiple evidence-based practices, resources, and technologies in units of instruction that promote student understanding of academic learning for all students with moderate to severe exceptionalities.	
5b. Selects a variety of learning experiences, media and materials to accommodate different styles and levels of learning.	Candidate selects only one type of learning experiences/adaptations , media and materials including technology.	Candidate selects a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.	Candidate selects, adapts, and implements a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.	
5c. Adapts pacing, methods, and materials utilizing feedback from students with moderate to severe exceptionalities.	Candidate provides inappropriate or poor adaptations of pacing, methods and materials.	Candidate adapts pacing, methods, and materials based on performance data of students with moderate to severe exceptionalities.	Candidate adapts pacing, methods, and materials based on performance data of students with moderate to severe exceptionalities and uses clinical judgment on the efficacy of these instructional decisions.	

<i>CEC Key Element</i>	1 Does Not Meet	2 Meets	3 Exceeds	Evidence
5f. Demonstrates competence in using technology to achieve instructional objectives.	Candidate fails to demonstrate competence in using technology to teach students to learn instructional objectives.	Candidate demonstrates competence in using technology to teach students to learn instructional objectives.	Candidate demonstrates high levels of skill in using technology to teach students to learn instructional objectives.	
5g. Uses strategies to support and enhance communication skills of individuals with exceptional learning needs.	Candidate uses limited strategies to support and enhance communication skills of individuals with exceptional learning needs.	Candidate uses strategies to support and enhance communication skills of individuals with exceptional learning needs.	Candidate uses evidence based practices, appropriate AAC and assistive technology, and modeling to support and enhance communication skills of individuals with exceptional learning needs.	
5h. Uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses limited strategies to individualize the curriculum to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	Candidate uses evidence based communication strategies, appropriate technology, collaboration with ELL teachers, and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.	

<i>CEC Key Element</i>	1 Does Not Meet	2 Meets	3 Exceeds	Evidence
5k. Plans a sequence of activities, which are focused on achievement of the instructional objective(s).	Candidate plans a sequence of activities which is not focused on the achievement of the instructional objective(s).	Candidate plans a sequence of activities, which are focused on achievement of the instructional objective(s).	Candidate plans a sequence of activities that is focused on achievement of the instructional objective(s) and builds off of students' prior knowledge, life experiences and interests.	
5m. Gathers, creates, and organizes materials and equipment in advance.	Candidate uses class time to gather and organize materials due to their inability to prepare in advance.	Candidate gathers, creates, and organizes materials and equipment in advance.	Candidate gathers a variety of materials and equipment in advance of class and uses instructional assessments to make decisions about which materials are most appropriate for each individual with exceptional learning needs.	
5n. Incorporates and implements instructional and assistive technology into the educational program.	Candidate fails to incorporate instructional and assistive technology into the educational program.	Candidate incorporates and implements instructional and assistive technology into the educational program.	Candidate incorporates and implements a variety of instructional and assistive technology into the educational program on a daily basis to meet the needs of individuals with exceptional learning needs.	
5o. Evaluates and modifies instructional practices in response to ongoing assessment data.	Candidate fails to use assessment data to make instructional decisions.	Candidate evaluates and modifies instructional practices in response to ongoing assessment data.	Candidate evaluates individual's learning progress and assessment data to develop individual and group profiles that reflect progress of all students with moderate to severe exceptionalities and addresses levels of need and learning accomplishments.	

<i>CEC Key Element</i>	1 Does Not Meet	2 Meets	3 Exceeds	Evidence
5q. Presents content accurately and instructions clearly.	Candidate presents content inaccurately and instructions in an unclear manner.	Candidate presents content accurately and instructions clearly.	Candidate presents content accurately and instructions clearly using a variety of presentation modalities.	

CEC Standard 6: Professional and Ethical Practice

<i>CEC Key Element</i>	1 Does Not Meet	2 Meets	3 Exceeds	Evidence
9.2 InTASC 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). VDOE 6 Diversity	Candidate has no suggestions for how a lesson could be improved if taught again.	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.	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.	

<i>CEC Key Element</i>	1 Does Not Meet	2 Meets	3 Exceeds	Evidence
6d. Demonstrates commitment to engage in research-supported practices.	Candidate fails to use research-supported practices in instruction.	Candidate demonstrates commitment to the use of research-supported practices in instruction.	Candidate demonstrates a commitment to the use of research-supported practices AND can articulate a clear rationale for doing so.	
6e. Observes school policies and procedures.	Candidate violates school policies and procedures.	Candidate observes school policies and procedures.	Candidate consistently observes and enforces school policies and procedures.	
6f. Demonstrates effective oral communication skills.	Candidate's oral communication is difficult to understand or follow, making it ineffective.	Candidate demonstrates effective oral communication skills.	Candidate demonstrates highly effective oral communication skills making material presented verbally easy to understand and follow.	
6g. Demonstrates effective written communication skills.	Candidate's written communication is difficult to understand or follow, making it ineffective.	Candidate demonstrates effective written communication skills.	Candidate demonstrates highly effective written communication skills making material presented in writing easy to understand and follow.	

<i>CEC Key Element</i>	1 Does Not Meet	2 Meets	3 Exceeds	Evidence
6h. Demonstrates high expectations for all students with moderate to severe exceptionalities to develop the highest possible learning outcomes and quality of life.	Candidate fails to support student learning and displays evidence of low expectations for at least some students with moderate to severe exceptionalities.	Candidate demonstrates high expectations for all students with moderate to severe exceptionalities to develop the highest possible learning outcomes and quality of life.	Candidate provides emotional and academic support to students with moderate to severe exceptionalities and communicates confidence in their ability to make progress over time. Candidate provides opportunities for all students with moderate to severe exceptionalities to meet or exceed objectives through development of engaging activities and monitoring of learning that takes into account students' needs, preference and abilities.	

CEC Standard 7: Collaboration

<i>CEC Key Element</i>	1 Does Not Meet	2 Meets	3 Exceeds	Evidence
7a. Communicates regularly with parents and involves them in problem solving and learning activities.	Candidate fails to provide evidence of planning to collaborate with parents.	Candidate communicates regularly with parents and involves them in problem solving and learning activities.	Candidate communicates regularly with family members and collaborates in order to increase student learning through and to engage additional support when needed.	

<i>CEC Key Element</i>	1 Does Not Meet	2 Meets	3 Exceeds	Evidence
7c. Maintains confidential communication about students with moderate to severe exceptional learning needs.	Candidate shares confidential information about students with moderate to severe exceptional learning needs with outside parties.	Candidate maintains confidential communication about students with moderate to severe exceptional learning needs.	Candidate maintains confidential communication about students with moderate to severe exceptional learning needs and is observed stressing the importance of confidentiality with other stakeholders including paraprofessionals.	
7d. Fosters respectful and beneficial relationships between families and professionals.	Candidate is disrespectful when dealing with families and professionals.	Candidate fosters respectful and beneficial relationships between families and professionals.	Candidate fosters respectful and beneficial relationships between families and professionals and uses clinical judgment in order to continuously improve communication and collaboration efforts.	