

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

Spring 2021

EDSE 784 002: Internship: Adapted Curriculum CRN: 24380, 3 – 6 Credits

Instructor: Dr. Melissa Ainsworth	Meeting Dates: 01/25/21 – 03/13/21
Phone: 703-993-5496	Meeting Day(s): N/A
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Office Hours: by appointment	Meeting Location: Off Campus; TBD
Office Location: Finely 206A	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. Discussion and consultation
- 4. Reflection activities
- 5. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using a synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

 High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: <u>Browser support</u> (https://help.blackboard.com/Learn/Student/Getting <u>Started/Browser Support#supported-browsers</u>)

To get a list of supported operation systems on different devices see: <u>Tested devices</u> <u>and operating systems</u>
(https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader (https://get.adobe.com/reader/)
 - o <u>Windows Media Player (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)</u>
 - o Apple Quick Time Player (www.apple.com/quicktime/download/)

Expectations

• Course Week:

Schedule of Classes.

• Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least once per week. In addition, students must log-in for all scheduled online synchronous meetings.

• Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

• Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

• Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

Workload:

Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

• Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

• Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and*

diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

Accommodations:
 Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

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] and the 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 on 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 Spring 2021

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.

As of Spring 2016, teacher candidates are also required to upload to VIA their completed reflection video analysis assessment. A description and the rubric for this assignment can be found in Appendix J of the SPED Internship handbook. https://cehd.gmu.edu/teacher/internshipsfield-experience

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)

Other Assignments

- 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

- 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 <u>Academic Integrity Site</u> (https://oai.gmu.edu/) and <u>Honor Code and System</u>

(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 <u>Policies and Procedures</u> (<u>https://cehd.gmu.edu/students/polices-procedures/</u>). 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 (<a href="http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See <u>Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/)</u>.
- 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/).
- 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/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

• Support for submission of assignments to either Tk20 or VIA should be directed to https://cehd.gmu.edu/aero/assessments/

Questions or concerns regarding use of Blackboard should be directed to <u>Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).</u>

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 <u>Title IX Coordinator</u> (titleix@gmu.edu).
- For information on student support resources on campus, see <u>Student Support</u> <u>Resources on Campus</u> (<u>https://ctfe.gmu.edu/teaching/student-support-resources-on-campus</u>).
- 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/).

Appendix

Assessment Rubric(s)

CEC Standard 2: Learning Environments

CEC Key	1	2	3	Evidence
Element	Does Not Meet	Meets	Exceeds	
2b. Motivates	Candidate fails	Candidate	Candidate takes student	
students with	to develop	motivates	interests and abilities	
moderate to	interesting and	students with	into consideration and	
severe	challenging	moderate to	designs a variety of	
exceptionalities	activities to	severe	learning activities,	
through	motivate	exceptionalities	which motivate and	
interesting and	students with	through	challenge students with	
challenging	moderate to	interesting and	moderate to severe	
activities.	severe	challenging	exceptionalities.	
	exceptionalities.	activities.	Candidate uses	
			evidence-based	
			practices to motivate	
			students with moderate	
			to severe	
			exceptionalities.	
2c. Organizes,	Candidate	Candidate	Candidate solicits	
develops, and	organizes,	organizes,	student input and	
sustains a safe,	develops, and	develops, and	provides opportunities	
equitable,	sustains a safe,	sustains a safe,	for choice making in	
positive and	equitable,	equitable,	order to organize,	

			111	
supportive	positive and	positive and	develop and sustain a	
learning	supportive	supportive	safe, equitable, positive	
environment in	learning	learning	and supportive learning	
which	environment	environment in	environment. Candidate	
diversities are	but fails to	which	analyzes students'	
valued.	demonstrate	diversities are	linguistic and cultural	
	that diversities	valued.	background and	
	are valued.		considers the class	
			diversity while	
			establishing the	
			learning environment.	
2d. Designs	Candidate fails	Candidate	Candidate designs	
learning	to design	designs	learning environments	
environments	learning	learning	that are multisensory,	
that encourage	environments	environments	integrates social skills	
active	that encourage	that encourage	instruction and	
participation	participation in	active	strategies for enhancing	
in individual	individual and	participation in	motivation for each	
and group	group activities	individual and	individual student and	
activities and	or to encourage	group activities	the group as a whole as	
encourage	student	and encourage	they design learning	
student	independence.	student	environments that	
independence.	macponaciicov	independence.	encourage active	
macpendences		macpenaence	participation in	
			individual and group	
			activities and encourage	
			student independence.	
2e. Modifies	Candidate fails	Candidate	Candidate modifies the	
the learning	to modify the	modifies the	learning environment to	
environment to	learning	learning	manage behaviors, time,	
	environment to	_		
manage		environment to	space, and materials to	
behaviors,	manage	manage	keep students with	
time, space,	behaviors, time,	behaviors, time,	moderate to severe	
and materials	space, and	space, and	exceptionalities	
to keep	materials to	materials to	productively involved in	
students with	keep students	keep students	learning. Candidate	
moderate to	with moderate	with moderate	establishes clear	
severe	to severe	to severe	classroom procedures,	
exceptionalities	exceptionalities	exceptionalities	discourages disruptions,	
productively	productively	productively	and promotes	
involved in	involved in	involved in	interaction with	
learning.	learning.	learning.	students with moderate	
			to severe	
			exceptionalities.	
2h.	Candidate fails	Candidate	Candidate	
Communicates	to communicate	promotes	communicates high	
high	high	appropriate	expectations; develops	
expectations	expectations for	student	an awareness of student	
while	all students	behavior	behavior within the	
respecting and	with moderate	through clear	context of student	
valuing	to severe	communication	background and	
individual	exceptionalities.	of high	cultural diversity.	
	merphonanies.	, , .	Januara arreigity.	

differences and	expectations for	
cultural	all students	
diversity.	with moderate	
	to severe	
	exceptionalities.	

CEC Standard 4: Assessment

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

CEC Standard 5: Instruction

CEC Key	1	2	3	Evidence
Element	Does Not Meet	Meets	Exceeds	
5a. Selects,	Candidate	Candidate	Candidate implements	
adapts, and	selects and	selects,	multiple evidence-based	
implements a	implements a	adapts, and	practices, resources, and	
variety of	variety of	implements a	technologies in units of	
evidence-	evidence-based	variety of	instruction that promote	
based	practices but	evidence-	student understanding of	
practices	fails to make	based	academic learning for all	
validated for	differentiate	practices	students with moderate to	
specific	instruction on	validated for	severe exceptionalities.	
characteristic	an individual	specific	_	
s of learners	level to promote	characteristic		
with	student	s of learners		
moderate to	understanding	with		
severe	of academic	moderate to		
exceptionaliti	learning for all	severe		
es and	students with	exceptionaliti		
settings.	moderate to	es and		
8	severe	settings.		
	exceptionalities.	.		
5b. Selects a	Candidate	Candidate	Candidate selects, adapts,	
variety of	selects only one	selects a	and implements a variety	
learning	type of learning	variety of	of learning	
experiences,	experiences/ada	learning	experiences/adaptations,	
media and	ptations, media	experiences/a	media and materials	
materials to	and materials	daptations,	(including technology) to	
accommodate	including	media and	accommodate different	
different	technology.	materials	styles and levels of	
styles and		(including	learning.	
levels of		technology)	8.	
learning.		to		
i i i i i i i i i i i i i i i i i i i		accommodat		
		e different		
		styles and		
		levels of		
		learning.		
5c. Adapts	Candidate	Candidate	Candidate adapts pacing,	
pacing,	provides	adapts	methods, and materials	
methods, and	inappropriate	pacing,	based on performance	
materials	or poor	methods, and	data of students with	
utilizing	adaptations of	materials	moderate to severe	
feedback	pacing, methods	based on	exceptionalities and uses	
from students	and materials.	performance	clinical judgment on the	
with		data of	efficacy of these	
moderate to		students with	instructional decisions.	
severe		moderate to		
exceptionaliti		severe		
es.		exceptionaliti		
		es.		
		C3 •		

5f.	Candidate fails	Candidate	Candidate demonstrates	
Demonstrates	to demonstrate	demonstrates	high levels of skill in using	
competence	competence in	competence	technology to teach	
in using	using	in using	students to learn	
technology to	technology to	technology to	instructional objectives.	
achieve	teach students	teach		
instructional	to learn	students to		
objectives.	instructional	learn		
	objectives.	instructional		
	J	objectives.		
5g. Uses	Candidate uses	Candidate	Candidate uses evidence	
strategies to	limited	uses	based practices,	
_			appropriate AAC and	
support and	strategies to	strategies to		
enhance	support and	support and	assistive technology, and	
communicati	enhance	enhance	modeling to support and	
on skills of	communication	communicati	enhance communication	
individuals	skills of	on skills of	skills of individuals with	
with	individuals with	individuals	exceptional learning	
exceptional	exceptional	with	needs.	
learning	learning needs.	exceptional		
needs.		learning		
		needs.		
5h. Uses	Candidate uses	Candidate	Candidate uses evidence	
communicati	limited	uses	based communication	
on strategies	strategies to	communicati	strategies, appropriate	
and resources	individualize the	on strategies	technology, collaboration	
to facilitate	curriculum to	and		
			with ELL teachers, and	
understandin	facilitate	resources to	resources to facilitate	
g of subject	understanding	facilitate	understanding of subject	
matter for	of subject	understandin	matter for individuals	
individuals	matter for	g of subject	with exceptional learning	
with	individuals with	matter for	needs whose primary	
exceptional	exceptional	individuals	language is not the	
learning	learning needs	with	dominant language.	
needs whose	whose primary	exceptional		
primary	language is not	learning		
language is	the dominant	needs whose		
not the	language.	primary		
dominant		language is		
language.		not the		
language.		dominant		
El Dlans	Condidatala	language. Candidate	Candidata plana a	
5k. Plans a	Candidate plans		Candidate plans a	
sequence of	a sequence of	plans a	sequence of activities that	
activities,	activities which	sequence of	is focused on achievement	
which are	is not focused on	activities,	of the instructional	
focused on	the achievement	which are	objective(s) and builds off	
achievement	of the	focused on	of students' prior	
of the	instructional	achievement	knowledge, life	
instructional	objective(s).	of the	experiences and interests.	
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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.	
50. 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.	
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

CEC Key	1	2	3	Evidence
Element	Does Not Meet	Meets	Exceeds	
9.2 InTASC	Candidate has	The candidate	The candidate evaluates	
Candidate uses	no suggestions	evaluates	his/her practice and	
evidence to	for how a	his/her	identifies specific	
continually	lesson could be	practice and	revisions to the lesson	

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for all students with moderate to severe exceptionalities at least some to develop the students with moderate exceptionalities at least some to develop the students with some students with some to develop the students with some to develop the students with some exceptionalities and communicates confidence in their ability to make progress over time. Candidate			_		
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to severe expectations for exceptionalities at least some to develop the students with to severe exceptionalities to develop the students with to severe exceptionalities to develop the exceptionalities to develop the to severe exceptionalities ability to make progress over time. Candidate					
exceptionalities at least some to develop the students with exceptionalities to develop the students with exceptionalities to develop the exceptionalities to develop the over time. Candidate					
to develop the students with to develop the over time. Candidate		_			
1 1					
highest moderate to highest provides opportunities	to develop the	students with	to develop the	over time. Candidate	
	highest	moderate to	highest	provides opportunities	

possible	severe	possible	for all students with
learning	exceptionalities.	learning	moderate to severe
outcomes and		outcomes and	exceptionalities to meet
quality of life.		quality of life.	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

CEC Key	1	2	3	Evidence
Element	Does Not Meet	Meets	Exceeds	
7a.	Candidate fails	Candidate	Candidate	
Communicates	to provide	communicates	communicates regularly	
regularly with	evidence of	regularly with	with family members	
parents and	planning to	parents and	and collaborates in	
involves them	collaborate	involves them	order to increase student	
in problem	with parents.	in problem	learning through and to	
solving and		solving and	engage additional	
learning		learning	support when needed.	
activities.		activities.		
7c. Maintains	Candidate	Candidate	Candidate maintains	
confidential	shares	maintains	confidential	
communication	confidential	confidential	communication about	
about students	information	communication	students with moderate	
with moderate	about students	about students	to severe exceptional	
to severe	with moderate	with moderate	learning needs and is	
exceptional	to severe	to severe	observed stressing the	
learning needs.	exceptional	exceptional	importance of	
	learning needs	learning needs.	confidentiality with	
	with outside		other stakeholders	
	parties.		including	
			paraprofessionals.	
7d. Fosters	Candidate is	Candidate	Candidate fosters	
respectful and	disrespectful	fosters	respectful and beneficial	
beneficial	when dealing	respectful and	relationships between	
relationships	with families	beneficial	families and	
between	and	relationships	professionals and uses	
families and	professionals.	between	clinical judgment in	
professionals.		families and	order to continuously	
		professionals.	improve communication	
			and collaboration	
			efforts.	