

Assessment 4: Multicultural Special Education Internship

Description of the assessment

The Internship rubric is the main assessment tool used to evaluate interns' ability to conduct culturally and linguistically appropriate assessments. The interns also use the results of the assessment to plan responsive intervention programs. They need to create linguistically and culturally conducive environments to support learning and implement carefully selected and/or adapted approaches known to be effective with language minority students. They demonstrate the ability to work with translators and interpreters. They collaborate with families and school-based professionals to design responsive individual educational plans. Both the college and onsite supervisors use this assessment to guide their evaluation of interns' performance during their internship.

How the assessment aligns with the standards cited

This assessment is aligned mainly with CEC Standards 4, 5, 6, 7, 8, 9 and 10. It also reflects on CEC 3, specifically ICC3K3, ICC3K4.

CEC 4 Instructional Strategies: Interns are required to use culturally and linguistically responsive instructional strategies, methods/technologies and materials to promote 1st and/or 2nd language development of ELLs with disabilities in content-based instruction and literacy instruction (ICC4S3, GC4S16). Interns need to demonstrate understanding of research-based instructional practices for ELLs with disabilities (ICC4K1) and the ability to implement a range of 1st and 2nd language development approaches in their lessons (GC4S14, GC4S15, GC4S16).

CEC 5 Learning Environments and Social Interaction: Interns must demonstrate enthusiasm and confidence for teaching and learning and convey respect for the feelings, ideas, and backgrounds of students (ICC5K4, ICC5S7, ICC5K9), create an environment that is engaging, allows all to participate and promotes teamwork and respect among students (ICC5K7, ICC5K8, ICC5K10), and use room design to support learning (ICC5S4, ICC5S5, ICC5S13).

CEC 6 Language: Interns must demonstrate understanding of language differences from language disorders (GC6K3) when providing dual language intervention. They also need to demonstrate skills in using effective communicational strategies for ELLs in content-based instruction and literacy instruction (ICC6S2).

CEC 7 Instructional Planning: Interns need to demonstrate their ability to create culturally and linguistically instruction by taking consideration of linguistic and cultural factors and family inputs (ICC7S8, ICC7S3), selecting effective methods and materials (GC7S4), adapting curriculum and instruction (ICC7S8), and involving families in instructional development (ICC7S3), and using research-based instruction (ICC7K1).

CEC 8 Assessment: Interns must demonstrate the ability to use non-biased and appropriate assessments to distinguish language differences from disabilities (ICC8S6). They must be able to select, conduct and interpret various assessments (formal, informal curriculum based, portfolio) and use the results of assessments to develop culturally and linguistically responsive IEPs and instruction (ICC8S2, ICC8S5, ICC8S9).

CEC 9 Professionalism: Interns need to demonstrate serious professional ethical consideration throughout their internship (ICC9S1) and demonstrate the advocate behavior to promote best practices for their students and families (ICC9S3, GC9S2).

CEC 10 Collaboration: Interns need to demonstrate effective collaboration with families and other professionals and communities in culturally responsive ways (ICC10K4, ICC10S10, GC10S1, ICC7K1). They need to collaborate with families and other professionals in assessing ELLs and instructional decisions (ICC10S2).

Analysis of Data

Since Fall 2007, twenty-seven candidates completed the Urban/Multicultural Special Education M.Ed. internship. All 27 candidates successfully completed the internship. In Fall 2007, all 7 candidates met all performance area standards (54% met, 46% exceeded). In Fall 08 and Spring 09, all 11 candidates all 7 candidates met all performance area standards (15% met, 85% exceeded). In Fall 09, out of 9 candidates, 8 candidates met all performance area standards (67% met, 32% exceeded). One candidate had an “approach” in the area of “Parent And Family Involvement And Outreach” (CEC10 and CEC 3). She passed the internship because her overall performance met all standards. Overall, the analysis of the data indicated that candidates demonstrated stronger performance in area 1-8 than area 8 & 9. Although the rationale of creating this comprehensive rubric was to assess all performance areas (assessment, intervention, professionalism, and collaboration etc), both the supervisors and graduate interns felt this assessment tool was overwhelming in terms of numerous performance areas and indicators for one semester experience. The program decided to adapt the FSEHD’s graduate internship rubric in Spring 2010.

Evidence for Meeting Standards

All candidates (N=27) demonstrated their internship competency by meeting or exceeding the following CEC standards:

- Area 1: Enhancing The Multicultural Nature Of Standardized Curriculum & Instruction; CEC 7; with 37% meeting and 63% exceeding the standards.
- Area 2: Dual Language Development And Intervention Strategies. CEC 6, CEC2, CEC 7, CEC 4, CEC 8; with 48% meeting and 52% exceeding the standards.
- Area 3: Parent And Family Involvement And Outreach. CEC10, CEC 3; with 4% approaching, 44% meeting and 52% exceeding the standards.
- Area 4: Second Language Development In Content-Based Instruction. CEC7, CEC 4; with 26% meeting and 74% exceeding the standards.
- Area 5: Curriculum Design And Development. CEC7; with 37% meeting and 63% exceeding the standards.
- Area 6: Literacy Instruction For Ells With Disabilities. CEC 4, CEC7; with 44% meeting and 56% exceeding the standards.

- Area 7: Assessment Of Culturally And Linguistically Diverse Learners With Disabilities. CEC8, CEC 10; with 44% meeting and 56% exceeding the standards.
- Area 8: Maintaining An Environment That Promotes Learning. CEC5; with 41% meeting and 59% exceeding the standards.
- Area 9: Classroom-Based Research. CEC9. CEC8. CEC7. CEC4; with 63% meeting and 37% exceeding the standards.
- Area 10: Professional Behavior/Advocacy. CEC9, CEC10; with 48% meeting and 52% exceeding the standards.

Assessment 4: Graduate Internship

Direction and Guideline

Graduate interns are supervised by a college supervisor and onsite supervisor in the building where interns work with English Language Learners (ELLs) with special needs. The onsite supervisor is a teacher/administrator who has teaching experience with ELLs. A department faculty member serves as a college supervisor. The college supervisor and onsite supervisor will conduct multiple informal and formal observations in the classroom where an intern assesses and teaches ELLs with disabilities. Each intern is formally observed at the least 4 times:

- Three observations made by college supervisor
- One observation made by onsite supervisor

A post-conference will be followed after each observation. Discussion on areas of strength and needs of improvement will be addressed orally and in writing. The intern is also required to write a reflection and analysis on his/her assessment and lesson. Two seminars throughout the internship also require the interns share their internship experience with the cohort. The seminar focuses on experience in assessment, instructional planning and delivery, and collaboration.

The internship will be evaluated based on the following components:

- In-class observations on assessment and teaching as rated on internship rubric including both a mid-term and final rating performance (60 points)
- Required Reflection and Analysis (25 points)
- Required Seminar Participation (15 points)

Since the graduate internship/student teaching is the culmination of all coursework, the observation evaluates candidates' performance in 9 out of 10 CEC Standards:

CEC Standard 2: Development and Characteristics of Learners
CEC Standard 3: Individual Learning Differences
CEC Standard 4: Instructional Strategies
CEC Standard 5: Learning Environments and Social Interactions
CEC Standard 6: Language
CEC Standard 7: Instructional Planning
CEC Standard 8: Assessment
CEC Standard 9: Professionalism
CEC Standard 10: Collaboration

Rubric for the Internship in Urban Multicultural Special Education

CEC 3 Individual Learning Differences; CEC 4 Instructional Strategies; CEC 5 Learning Environments and Social Interactions; CEC 6 Language; CEC 7 Instructional Planning; CEC 8 Assessment; CEC 9 Professional and Ethical Practice; CEC 10 Collaboration. *Knowledge: Domain-Specific Knowledge; Practice: Communication & Expression; Practice: Reflective Problem-Solving; Practice: Professional Practice; Professionalism: Collaboration; Diversity: Individual Differences & Cultural Diversity* (RIBTS 4, 6, 7, 9, 10, 11); (TESOL 1.a., 1.b., 2.a, 3.a., 3.b., 3.c., 4.a., 4.b., 5.a., 5.b., 5.c.)

Performance Dimension	UNACCEPTABLE 1	EMERGING 2	PROFICIENT 3	DISTINGUISHED 4
<p><i>AREA I:</i></p> <p><i>Enhancing the Multicultural Nature of Curriculum and Instruction</i></p> <p><i>CEC 7</i></p>	<p>Candidate shows little, if any evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use culturally and linguistically responsive instruction (<i>ICC7S8</i>). <input type="checkbox"/> effectively communicate and support diverse students and their families in instructional planning (<i>ICC7S3</i>). <input type="checkbox"/> infuse multicultural dimensions in the curriculum in terms of perspective, themes, knowledge or skills (<i>ICC7S8</i>) 	<p>Candidate shows some evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use culturally and linguistically responsive instruction (<i>ICC7S8</i>). <input type="checkbox"/> effectively communicate and support diverse students and their families in instructional planning (<i>ICC7S3</i>). <input type="checkbox"/> infuse multicultural dimensions in the curriculum in terms of perspective, themes, knowledge or skills (<i>ICC7S8</i>) 	<p>Candidate shows evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use culturally and linguistically responsive instruction (<i>ICC7S8</i>). <input type="checkbox"/> effectively communicate and support diverse students and their families in instructional planning (<i>ICC7S3</i>). <input type="checkbox"/> infuse multicultural dimensions in the curriculum in terms of perspective, themes, knowledge or skills (<i>ICC7S8</i>) 	<p>Candidate exemplifies best practices and exceeds all expectations in the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use culturally and linguistically responsive instruction (<i>ICC7S8</i>). <input type="checkbox"/> effectively communicate and support diverse students and their families in instructional planning (<i>ICC7S3</i>). <input type="checkbox"/> infuse multicultural dimensions in the curriculum in terms of perspective, themes, knowledge or skills (<i>ICC7S8</i>)

Performance Dimension	UNACCEPTABLE 1	EMERGING 2	PROFICIENT 3	DISTINGUISHED 4
<p><i>AREA II:</i></p> <p><i>Dual Language Development and Intervention Strategies</i></p> <p><i>CEC 6:</i></p> <p><i>CEC 8:</i></p> <p><i>CEC 7:</i></p> <p><i>CEC4:</i></p>	<p><input type="checkbox"/>Candidate shows little, if any evidence of the following behaviors:</p> <p><input type="checkbox"/> use appropriate criteria to distinguish speech and language differences from disabilities in ELL student populations (<i>GC6K, ICC8S6</i>)</p> <p><input type="checkbox"/> demonstrate respect for the primary language and the home language environment in designing language intervention programs (<i>ICC7S8</i>)</p> <p><input type="checkbox"/> use effective methods/technology and materials to promote dual language development (<i>GC7S4, ICC4S3</i>)</p>	<p><input type="checkbox"/>Candidate shows some evidence of the following behaviors:</p> <p><input type="checkbox"/> use appropriate criteria to distinguish speech and language differences from disabilities in ELL student populations (<i>ICC8S6</i>)</p> <p><input type="checkbox"/> demonstrate respect for the primary language and the home language environment in designing language intervention programs (<i>ICC7S8</i>)</p> <p><input type="checkbox"/> use effective methods/technology and materials to promote dual language development (<i>GC7S4, ICC4S3</i>)</p>	<p><input type="checkbox"/>Candidate shows evidence of all of the following behaviors:</p> <p><input type="checkbox"/> use appropriate criteria to distinguish speech and language differences from disabilities in ELL student populations (<i>ICC8S6</i>)</p> <p><input type="checkbox"/> demonstrate respect for the primary language and the home language environment in designing language intervention programs (<i>ICC7S8</i>)</p> <p><input type="checkbox"/> use effective methods/technology and materials to promote dual language development (<i>GC7S4, ICC4S3</i>)</p>	<p><input type="checkbox"/>Candidate exemplifies best practices and exceeds all expectations in the following behaviors:</p> <p><input type="checkbox"/> use appropriate criteria to distinguish speech and language differences from disabilities in ELL student populations (<i>ICC8S6</i>)</p> <p><input type="checkbox"/> demonstrate respect for the primary language and the home language environment in designing language intervention programs (<i>ICC7S8</i>)</p> <p><input type="checkbox"/> use effective methods/technology and materials to promote dual language development (<i>GC7S4, ICC4S3</i>)</p>

Performance Dimension	UNACCEPTABLE 1	EMERGING 2	PROFICIENT 3	DISTINGUISHED 4
<p><i>AREA III:</i></p> <p><i>Parent and Family Involvement and Outreach</i></p> <p><i>CEC 10:</i></p> <p><i>CEC 3:</i></p>	<p><input type="checkbox"/>Candidate shows little, if any, evidence of the following behaviors:</p> <p><input type="checkbox"/> sensitivity and respect for the feelings and viewpoints of diverse families (<i>ICC3K, ICC3K4, ICC10K4</i>)</p> <p><input type="checkbox"/> skills in communicating and collaborating with ELL families (<i>ICC10S10</i>)</p> <p><input type="checkbox"/> skills in accessing and utilizing agencies, community and religious organizations and other supports for ELL families and their children (<i>GC10S1</i>)</p>	<p><input type="checkbox"/>Candidate shows some evidence of the following behaviors:</p> <p><input type="checkbox"/> sensitivity and respect for the feelings and viewpoints of diverse families (<i>ICC3K, ICC3K4, ICC10K4</i>)</p> <p><input type="checkbox"/> skills in communicating and collaborating with ELL families (<i>ICC10S10</i>)</p> <p><input type="checkbox"/> skills in accessing and utilizing agencies, community and religious organizations and other supports for ELL families and their children (<i>GC10S1</i>)</p>	<p><input type="checkbox"/>Candidate shows evidence of all of the following behaviors:</p> <p><input type="checkbox"/> sensitivity and respect for the feelings and viewpoints of diverse families (<i>ICC3K, ICC3K4, ICC10K4</i>)</p> <p><input type="checkbox"/> skills in communicating and collaborating with ELL families (<i>ICC10S10</i>)</p> <p><input type="checkbox"/> skills in accessing and utilizing agencies, community and religious organizations and other supports for ELL families and their children (<i>GC10S1</i>)</p>	<p><input type="checkbox"/>Candidate exemplifies best practices and exceeds all expectations in the following behaviors:</p> <p><input type="checkbox"/> sensitivity and respect for the feelings and viewpoints of diverse families (<i>ICC3K, ICC3K4, ICC10K4</i>)</p> <p><input type="checkbox"/> skills in communicating and collaborating with ELL families (<i>ICC10S10</i>)</p> <p><input type="checkbox"/> skills in accessing and utilizing agencies, community and religious organizations and other supports for ELL families and their children (<i>GC10S1</i>)</p>

Performance Dimension	UNACCEPTABLE 1	EMERGING 2	PROFICIENT 3	DISTINGUISHED 4
<p><i>AREA IV:</i></p> <p><i>Second Language Development in Content-Based Instruction</i></p> <p><i>CEC 6</i></p> <p><i>CEC 4</i></p> <p><i>CEC 7</i></p>	<p>Candidate shows little, if any, evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> design and deliver comprehensible academic instruction and promote language development for learners at different stages of English proficiency (ICC7S8, GC4S16, ICC6S2) <input type="checkbox"/> use appropriate, well-selected methods and materials for English Language Learners (ELLs) with disabilities; methods that are culturally and linguistically appropriate (ICC4S3, GC4S16, GC7S4) <input type="checkbox"/> extend learning to the home and community in order to effectively develop language, literacy, and academic concepts (ICC7S3) 	<p>Candidate shows some evidence of the following behaviors::</p> <ul style="list-style-type: none"> <input type="checkbox"/> design and deliver comprehensible academic instruction and promote language development for learners at different stages of English proficiency (ICC7S8, GC4S16) <input type="checkbox"/> use appropriate, well-selected methods and materials for English Language Learners (ELLs) with disabilities; methods that are culturally and linguistically appropriate (ICC4S3, GC4S16, GC7S4) <input type="checkbox"/> extend learning to the home and community in order to effectively develop language, literacy, and academic concepts (ICC7S3) 	<p>Candidate shows evidence of all of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> design and deliver comprehensible academic instruction and promote language development for learners at different stages of English proficiency (ICC7S8, GC4S16) <input type="checkbox"/> use appropriate, well-selected methods and materials for English Language Learners (ELLs) with disabilities; methods that are culturally and linguistically appropriate (ICC4S3, GC4S16, GC7S4) <input type="checkbox"/> extend learning to the home and community in order to effectively develop language, literacy, and academic concepts (ICC7S3) 	<p>Candidate exemplifies best practices and exceeds all expectations in the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> design and deliver comprehensible academic instruction and promote language development for learners at different stages of English proficiency (ICC7S8, GC4S16) <input type="checkbox"/> use appropriate, well-selected methods and materials for English Language Learners (ELLs) with disabilities; methods that are culturally and linguistically appropriate (ICC4S3, GC4S16, GC7S4) <input type="checkbox"/> extend learning to the home and community in order to effectively develop language, literacy, and academic concepts (ICC7S3)

Performance Dimension	UNACCEPTABLE 1	EMERGING 2	PROFICIENT 3	DISTINGUISHED 4
<p><i>AREA V:</i></p> <p><i>Curriculum Design and Development</i></p> <p><i>CEC 7</i></p>	<p>Candidate shows little, if any evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> design curriculum that responds to individual learner’s experiences, values, norms, abilities, needs, interests, learning styles, language characteristics, and other important learning characteristics (ICC7K1, ICC7S8) <input type="checkbox"/> adapt curriculum and instruction to meet students’ cultural, linguistic, academic, and behavior support needs (ICC7S8) <input type="checkbox"/> communicate with diverse families and other service providers to plan well-coordinated and specially tailored curriculum and instruction for ELLs with disabilities (ICC7S3) 	<p>Candidate shows little, if any evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> design curriculum that responds to individual learner’s experiences, values, norms, abilities, needs, interests, learning styles, language characteristics, and other important learning characteristics (ICC7K1, ICC7S8) <input type="checkbox"/> adapt curriculum and instruction to meet students’ cultural, linguistic, academic, and behavior support needs (GC7S2) <input type="checkbox"/> communicate with diverse families and other service providers to plan well-coordinated and specially tailored curriculum and instruction for ELLs with disabilities (ICC7S3) 	<p>Candidate shows little, if any evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> design curriculum that responds to individual learner’s experiences, values, norms, abilities, needs, interests, learning styles, language characteristics, and other important learning characteristics (ICC7K1, ICC7S8) <input type="checkbox"/> adapt curriculum and instruction to meet students’ cultural, linguistic, academic, and behavior support needs (GC7S2) <input type="checkbox"/> communicate with diverse families and other service providers to plan well-coordinated and specially tailored curriculum and instruction for ELLs with disabilities (ICC7S3) 	<p>Candidate exemplifies best practices and exceeds all expectations in the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> design curriculum that responds to individual learner’s experiences, values, norms, abilities, needs, interests, learning styles, language characteristics, and other important learning characteristics (ICC7K1, ICC7S8) <input type="checkbox"/> adapt curriculum and instruction to meet students’ cultural, linguistic, academic, and behavior support needs (GC7S2) <input type="checkbox"/> communicate with diverse families and other service providers to plan well-coordinated and specially tailored curriculum and instruction for ELLs with disabilities (ICC7S3)
<p><i>AREA VI:</i></p> <p><i>Literacy Instruction</i></p> <p><i>CEC 6</i></p> <p><i>CEC4</i></p> <p><i>CEC7</i></p>	<p>Candidate shows little, if any, evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> respect for the role of a student’s first language and oral language development to cultivate literacy (ICC4K1, ICC7S8,) <input type="checkbox"/> ability to implement a range of first and second literacy development approaches in teaching reading and writing (GC4S14, GC4S15, GC4S16, GC6S2, GC6S3) <input type="checkbox"/> ability to select appropriate materials and curriculum to support literacy development for ELL’s with disabilities (GC7S4) 	<p>Candidate shows some evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> respect for the role of a student’s first language and oral language development to cultivate literacy (ICC4K1, ICC7S8) <input type="checkbox"/> ability to implement a range of first and second literacy development approaches in teaching reading and writing (GC4S14, GC4S15, GC4S16) <input type="checkbox"/> ability to select appropriate materials and curriculum to support literacy development for ELL’s with disabilities (GC7S4) 	<p>Candidate shows evidence of all of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> respect for the role of a student’s first language and oral language development to cultivate literacy (ICC4K1, ICC7S8) <input type="checkbox"/> ability to implement a range of first and second literacy development approaches in teaching reading and writing (GC4S14, GC4S15, GC4S16) <input type="checkbox"/> ability to select appropriate materials and curriculum to support literacy development for ELL’s with disabilities (GC7S4) 	<p>Candidate exemplifies best practices and exceeds all expectations in the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> respect for the role of a student’s first language and oral language development to cultivate literacy (ICC4K1, ICC7S8) <input type="checkbox"/> ability to implement a range of first and second literacy development approaches in teaching reading and writing (GC4S14, GC4S15, GC4S16) <input type="checkbox"/> ability to select appropriate materials and curriculum to support literacy development for ELL’s with disabilities (GC7S4)

Performance Dimension	UNACCEPTABLE 1	EMERGING 2	PROFICIENT 3	DISTINGUISHED 4
<p><i>AREA VII:</i></p> <p><i>Assessment of Culturally and Linguistically Diverse Learners with Disabilities</i></p> <p><i>CEC 8</i></p> <p><i>CEC10</i></p>	<p>Candidate shows little, if any, evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> select, conduct, interpret formal and informal assessments, including authentic, performance, curriculum and portfolio-based assessments (ICC8S2, ICC8S5, ICC8S9) <input type="checkbox"/> use the results of assessments conducted to develop culturally-, linguistically-, and educationally-responsive IEPs for ELL students (ICC8S6) <input type="checkbox"/> collaborate effectively with parents and other professionals to conduct comprehensive assessments of ELL students (ICC10S2) 	<p>Candidate shows some evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> select, conduct, interpret formal and informal assessments, including authentic, performance, curriculum and portfolio-based assessments (ICC8S2, ICC8S5, ICC8S9) <input type="checkbox"/> use the results of assessments conducted to develop culturally-, linguistically-, and educationally-responsive IEPs for ELL students (ICC8S6) <input type="checkbox"/> collaborate effectively with parents and other professionals to conduct comprehensive assessments of ELL students (ICC 10S2) 	<p>Candidate shows evidence of all of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> select, conduct, interpret formal and informal assessments, including authentic, performance, curriculum and portfolio-based assessments (ICC8S2, ICC8S5, ICC8S9) <input type="checkbox"/> use the results of assessments conducted to develop culturally-, linguistically-, and educationally-responsive IEPs for ELL students (ICC8S6) <input type="checkbox"/> collaborate effectively with parents and other professionals to conduct comprehensive assessments of ELL students (ICC 10S2) 	<p>Candidate exemplifies best practices and exceeds all expectations in the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> select, conduct, interpret formal and informal assessments, including authentic, performance, curriculum and portfolio-based assessments (ICC8S2, ICC8S5, ICC8S9) <input type="checkbox"/> use the results of assessments conducted to develop culturally-, linguistically-, and educationally-responsive IEPs for ELL students (ICC8S6) <input type="checkbox"/> collaborate effectively with parents and other professionals to conduct comprehensive assessments of ELL students (ICC 10S2)

Performance Dimension	UNACCEPTABLE 1	EMERGING 2	PROFICIENT 3	DISTINGUISHED 4
<p><i>AREA VIII:</i></p> <p><i>Maintaining an Environment that Promotes Learning</i></p> <p><i>CEC 5</i></p>	<p>Candidate shows little, if any, evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate enthusiasm and confidence for teaching and learning and convey respect for the feelings, ideas, and backgrounds of students (ICC5K4, ICC5S7, ICC5K9) <input type="checkbox"/> create an environment that is engaging, allows all to participate and promotes teamwork and respect among students (ICC5K7, ICC5K8, ICC5K10) <input type="checkbox"/> use room design to support learning (ICC5S4, ICC5S5, ICC5S13) 	<p>Candidate shows some evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate enthusiasm and confidence for teaching and learning and convey respect for the feelings, ideas, and backgrounds of students (ICC5K4, ICC5S7, ICC5K9) <input type="checkbox"/> create an environment that is engaging, allows all to participate and promotes teamwork and respect among students (ICC5K7, ICC5K8, ICC5K10) <input type="checkbox"/> use room design to support learning (ICC5S4, ICC5S5) 	<p>Candidate shows evidence of all of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate enthusiasm and confidence for teaching and learning and convey respect for the feelings, ideas, and backgrounds of students (ICC5K4, ICC5S7, ICC5K9) <input type="checkbox"/> create an environment that is engaging, allows all to participate and promotes teamwork and respect among students (ICC5K7, ICC5K8, ICC5K10) <input type="checkbox"/> use room design to support learning (ICC5S4, ICC5S5) 	<p>Candidate exemplifies best practices and exceeds all expectations in the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate enthusiasm and confidence for teaching and learning and convey respect for the feelings, ideas, and backgrounds of students (ICC5K4, ICC5S7, ICC5K9) <input type="checkbox"/> create an environment that is engaging, allows all to participate and promotes teamwork and respect among students (ICC5K7, ICC5K8, ICC5K10) <input type="checkbox"/> use room design to support learning (ICC5S4, ICC5S5)

Performance Dimension	UNACCEPTABLE 1	EMERGING 2	PROFICIENT 3	DISTINGUISHED 4
<p><i>AREA IX:</i></p> <p><i>Classroom-based</i></p> <p><i>Research</i></p> <p><i>CEC 9</i></p> <p><i>CEC 8</i></p> <p><i>CEC 7</i></p> <p><i>CEC 4</i></p>	<p>Candidate shows little, if any, evidence of the following behaviors:</p> <p><input type="checkbox"/> is familiar with and uses research-based teaching practices designed for ELLs with disabilities (ICC9S1, ICC7K1, ICC4K1)</p> <p><input type="checkbox"/> pose important instructional questions and collect data to make the best instructional decisions in his/her classroom (ICC9S1, ICC8S6, ICC7K1, ICC4K1)</p>	<p>Candidate shows some evidence of the following behaviors:</p> <p><input type="checkbox"/> is familiar with and uses research-based teaching practices designed for ELLs with disabilities (ICC9S1, ICC7K1, ICC4K1)</p> <p><input type="checkbox"/> pose important instructional questions and collect data to make the best instructional decisions in his/her classroom (ICC9S1, ICC8S6, ICC7K1, ICC4K1)</p>	<p>Candidate shows evidence of all of the following behaviors:</p> <p><input type="checkbox"/> is familiar with and uses research-based teaching practices designed for ELLs with disabilities (ICC9S1, ICC7K1, ICC4K1)</p> <p><input type="checkbox"/> pose important instructional questions and collect data to make the best instructional decisions in his/her classroom (ICC9S1, ICC8S6, ICC7K1, ICC4K1)</p>	<p>Candidate exemplifies best practices and exceeds all expectations in the following behaviors:</p> <p><input type="checkbox"/> is familiar with and uses research-based teaching practices designed for ELLs with disabilities (ICC9S1, ICC7K1, ICC4K1)</p> <p><input type="checkbox"/> pose important instructional questions and collect data to make the best instructional decisions in his/her classroom (ICC9S1, ICC8S6, ICC7K1, ICC4K1)</p>

Performance Dimension	UNACCEPTABLE 1	EMERGING 2	PROFICIENT 3	DISTINGUISHED 4
<p><i>AREA X:</i></p> <p><i>Professional Behavior/ Advocacy</i></p> <p><i>CEC 9</i></p> <p><i>CEC 10</i></p>	<p>Candidate shows little, if any, evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> create and maintain respectful and productive relationships with ELL parents and families <i>ICC10S3</i> <input type="checkbox"/> collaboratively plan and provide appropriate learning experiences for ELL students <i>ICC10S6, ICC10S7, ICC10S9</i> <input type="checkbox"/> advocate for best practices for ELL children and their families at a local school level and work with others to work towards needed changes in practice <i>ICC9S3, GC9S2</i> 	<p>Candidate shows some evidence of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> create and maintain respectful and productive relationships with ELL parents and families <input type="checkbox"/> collaboratively plan and provide appropriate learning experiences for ELL students <input type="checkbox"/> advocate for best practices for ELL children and their families at a local school level and work with others to work towards needed changes in practice 	<p>Candidate shows evidence of all of the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> create and maintain respectful and productive relationships with ELL parents and families <input type="checkbox"/> collaboratively plan and provide appropriate learning experiences for ELL students <input type="checkbox"/> advocate for best practices for ELL children and their families at a local school level and work with others to work towards needed changes in practice 	<p>Candidate exemplifies best practices and exceeds all expectations in the following behaviors:</p> <ul style="list-style-type: none"> <input type="checkbox"/> create and maintain respectful and productive relationships with ELL parents and families <input type="checkbox"/> collaboratively plan and provide appropriate learning experiences for ELL students <input type="checkbox"/> advocate for best practices for ELL children and their families at a local school level and work with others to work towards needed changes in practice

Performance Areas/Standards	2007-2008 N=7			2008-2009 N=11			2009-2010 Fall 09 N=9 *Spring 10 N=1		
	Approaches	Meets	Exceeds	Approaches	Meets	Exceeds	Approaches	Meets	Exceeds
Area 1: Enhancing The Multicultural Nature Of Standardized Curriculum & Instruction <i>CEC 7</i>	0	3 43%	4 57%	0	1 10%	10 90%	0	6 67%	3 33%
Area 2: Dual Language Development And Intervention Strategies <i>CEC 6, CEC2, CEC 7, CEC 4, CEC 8</i>	0	5 71%	2 29%	0	2 18%	9 82%	0	6 67%	3 33%
Area 3: Parent And Family Involvement And Outreach <i>CEC10, CEC 3</i>	0	5 71%	2 29%	0	1 10%	10 90%	1 10%	6 67%	2 23%
Area 4: Second Language Development In Content-Based Instruction <i>CEC7, CEC 4</i>	0	3 43%	4 57%	0	1 10%	10 90%	0	3 33%	6 67%
Area 5: Curriculum Design And Development <i>CEC7</i>	0	4 57%	3 43%	0	1 10%	10 90%	0	5 56%	4 44%
Area 6: Literacy Instruction For Ells With Disabilities <i>CEC 4, CEC 7</i>	0	4 57%	3 43%	0	2 18%	9 82%	0	6 67%	3 33%
Area 7: Assessment Of Culturally And Linguistically Diverse Learners With Disabilities <i>CEC8, CEC 10</i>	0	2 29%	5 71%	0	2 18%	9 82%	0	8 90%	1 10%
Area 8: Maintaining An Environment That Promotes Learning <i>CEC5</i>	0	4 57%	3 43%	0	2 18%	9 82%	0	5 56%	4 44%
Area 9: Classroom-Based Research <i>CEC9, CEC8, CEC7, CEC4</i>	0	5 71%	2 29%	0	4 36%	7 64%	0	8 90%	1 10%
Area 10: Professional Behavior/Advocacy <i>CEC9, CEC10</i>	0	3 43%	4 57%	0	1 10%	10 90%	0	9 100%	0 0%
Overall Assessment of Comprehensive Assessment	0 0%	54%	46%	0 0%	15%	85%	0 1%	67%	32%

The program has adapted FSEHD's internship rubric as the evaluation tool in Spring 2010.