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Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education
Special Education 668
Internship in Early Childhood Special Education

Course Information

Prerequisites: SPED 513, 515, 516, 517, 525, 544 and Consent of Program Coordinator

Catalog Description

The student intern is expected to demonstrate skills in assessment, program planning, program implementation, collaboration with professionals and families, child progress evaluation, and transition planning on behalf of children with disabilities in both early intervention (birth to three years) and preschool (three to six years) special education programs. A minimum of 400 clock hours (200 hours in each setting) is required under the joint supervision of an experienced, certified teacher(s) and College supervisor.

Extended Course Description

The primary objective of this community-based clinical experience is to provide opportunities to students for applied learning with children from birth to six and their families. Organizationally, students are required to complete 200 hours of supervised work in **both** infant/toddler and preschool settings which serve children with developmental disabilities and other high risk conditions. The settings selected for internships are individually based decisions consistent with a student's experiential background, current employment, expressed preferences and employment aspirations, and overall competency. All students are supervised and evaluated on a competency-based Likert Scale by both internship coordinators and Rhode Island College faculty.

Course Outcomes

1. To assess the student's capability to participate fully and meaningfully in the conduct of team assessments of young children and their families. (**Knowledge, Practice, Professionalism, and Diversity**; Domain Specific Knowledge, Technology Knowledge, Communication and Expression, Professional Practice, Professional Ethics, Collaboration, Leadership, Professional Development, Individual Differences and Cultural Diversity, Family Centeredness and Engagement; Learning *Environments and Social Interactions, Assessment, Language, Professional and Ethical Practice, Collaboration, Development and Characteristics of Learners, Individual Learning Differences).*

2. To assess the student's capability to generate meaningful and functional individualized service plans in collaboration with professionals and parents. (**Knowledge, Practice, Professionalism**, **Diversity**; Domain Specific Knowledge, Technology Knowledge, Reflective Problem Solving, Professional Practice, Technology Use, Professional Ethics, Collaboration, Leadership, Family Centeredness and Engagement; *Learning Environments and Social Interactions, Instructional Strategies, Instructional Planning, Professional and Ethical Practice, Collaboration).*

3. To assess the student's ability to create, organize, and implement a center-based program and curriculum consistent with child and family needs and priorities. (**Knowledge, Practice, Professionalism**, **Diversity**; Domain Specific Knowledge, Technology Knowledge, Reflective Problem Solving, Professional Practice, Technology Use, Professional Ethics, Collaboration, Leadership, Family Centeredness and Engagement; *Learning Environments and Social Interactions, Instructional Strategies, Instructional Planning, Professional and Ethical Practice, Collaboration).*

4. To assess the student's ability to collaborate meaningfully with parents, other professionals, and community agencies in the implementation of service plans. (**Knowledge, Practice, Professionalism, Diversity**; Technology Knowledge, Professional Practice, Professional Ethics, Collaboration, Leadership, Professional Development, Family Centeredness and Engagement; *Assessment, Instructional Planning, Professional and Ethical Practice, Collaboration).*

5. To assess the student's ability to provide and/or link with a wide array of family support services on behalf of young children and their families. (**Knowledge, Practice, Professionalism, Diversity**; Technology Knowledge, Professional Practice, Professional Ethics, Collaboration, Leadership, Professional Development, Family Centeredness and Engagement; *Assessment, Instructional Planning, Professional and Ethical Practice, Collaboration).*

6. To assess the student's ability to determine appropriate criteria and standards for evaluating the impact of programs and services on child and family well being. (**Practice, Professionalism, Diversity**; Reflective Problem Solving, Professional Practice, Collaboration, Leadership, Family Centeredness and Engagement; *Assessment, Instructional Planning, Collaboration, Professional and Ethical Practice).*

Performance Assessments

Each student is formally evaluated by their respective field supervisors on two occasions, at the mid-point and end of their internship experience. Ratings are shared with the student, and are intended to provide supportive feedback and also serve as a guide for skills which may require additional development and refinement. The format used to assess student performance is as follows.

Standards Aligned to Course Requirements

Assignment	RIPTS	ECSE	CEC Standards	Conceptual Framework Advanced Competencies
Clinical Internship : **-200 Hours in Inclusive Preschool** *and* **-200 Hours in Early Intervention**	#2, 3, 4, 5, 6, 7, 8, 9, 10, 11	*ICC7S9, ICC7S10, ICC5S1, ICC7S11, ECSE7S2, ECSE7S3, ICC7S6, ICC5S3, ICC1K3, ICC1K1, ICC7S1, ICC7K3, ECSE7S5, ICC2K5, ICC2K6, ICC2K7, ICC7K4, ICC6K1, ECSE7S4, ICC2K2, ICC4S2, ICC1K4, ECSE7S6, ECSE7S8, ECSE5S5, ICC7K2, ECSE7K2, ICC4S3, ICC4S5, ICC7S14, ICC6S1, ECSE4S8, ECSE4S7,ECSE2S1,ECSE4S6,ECSE4S5, ICC3K1, ICC3K2, ICC7S7, ICC6K4, ECSE3S2, ECSE4S1, ECSE3S1, ICC7S4, ICC8S4, ICC8S8, ECSE4S3, ECSE7K3,ICC7S13,ICC5S5,ECSE5S3, ECSE5S2, ICC7K5, ICC7S2, ICC4K1, ECSE5S5,ECSE5S4 ECSE5S3, ECSE5S1, ICC5K3,ICC7S12,ICC7S13,ECSE5S5, ICC7S15, ICC7S4, ICC7S5, ICC8S6, ECSE8S5,ECSE8S6,ECSE8S7,ICC7S8E CSE4S2,ECSE8S11,ICC7S1,ICC7S6, ECSE4K1, ICC5S4, ICC7S2,ICC1K10, ICC1K4, ECSE2S1,ICC5S7, ICC5SK8, ICC4K2, ICC5S10, ICC5S9, ECSE6S1, ICC4K1, ICC5S11, ICC5K5, ECSE6S2, ICC5K4, ICC9S8, IC1K10, ICC5K1, ICC1K9, ICC5S2, ICC5S5, ICC5S10, ICC4S6, ICC5S12, ICC5S6,ICC9S1, ICC9S2, ICC9S12, ICC9S11, ICC9S9, ICC8S9, ICC8S7, ICC9S13, ICC9S5, ICC9S6, ICC9S, ICC10S3, ICC10S11, ICC9S4,ICC10S2, ICC10S3, ICC10S4, ICC10S5,ICC10S7,ICC10S10,ICC10K2 ECSE10S6,ICC10K1,ICC10S6,ICC10S8, ECSE10S1,ICC10K3,ICC10K4,ICC10S9 ECSE9S2,ECSE9S3,ECSE10S3,ICC3K3, ICC3K4,ECSE10S2,ICC10S1, ECSE9S7, ECSE9S1, ICC6S2, ECSE6S3, ECSE5S1*	#4 Instructional Strategies, #5 Learning Environments/ Social Interactions, #7 Instructional Planning, # 8 Assessment, #9 Professional and Ethical Practice, #10 Collaboration	Knowledge: Domain Specific, Information Literacy, Contextual Perspective, Professional Awareness Practice: Evidence Based Decision Making, Technology Use. Diversity of Practice, Professional Identity Development

Feinstein School of Education and Human Development
Special Education: Undergraduate Admission and Retention Committee
Candidate Documentation Form

** Forms are due to the Department by the last day of finals**
Candidate's Name _____   ID# _____

SPED Course # _____   Section # _____   Sem   Fall _____   Year _____

Assess the candidate in the following areas; circle the appropriate box: S for satisfactory or U for unsatisfactory. Use the space just below the area to include comments. Please use the back if additional space is needed.

S   **U**   Plans/Implements meaningful and significant learning

S   **U**   Uses effective management

S   **U**   Uses feedback constructively

S   **U**   Is timely

S   **U**   Attends class regularly

S   **U**   Collaborates effectively

S   **U**   Demonstrates knowledge of content

S   **U**   Other concerns

In the overall evaluation, (which takes into account any of the attributes/behaviors on this form, the candidate's grade, and/or the candidate's dispositions) this candidate is:

Recommended to Continue with   Not Recommended to Continue in   Grade ___
____ Concerns   ____ Program   ____

_____   _____
  Faculty signature   Date

____ I agree with the area(s) identified above   ____ I **do not** agree with the area(s) identified above
                                                                                  (Candidate may submit a response)

I _____ have read this on _____.
  Candidate's signature   Date

FSEHD Teacher Candidate Observation and Progress Report
Graduate Internship in Inclusive Preschool

Teacher Candidate:_____ Emplid:_____

Supervising Professor's Name:_____

Cooperating Teacher's Name:_____
Grade Level/Content Area Assignment:_____

Cooperating School District/School:_____

Person Completing This Observation (Check one):   □ Cooperating Teacher   □
Supervising Professor

Date:_____

Observation # (Circle one):   1   2   3

The purpose of this instrument is to provide instructive feedback about the teacher candidate's teaching performance to the teacher candidate, the college supervisor, and the teacher candidate's practicum teacher during the teacher candidate's student teaching. The instrument is to be completed following each formal observation of the candidate in the practicum experience.

We have conferred in the summary of the candidate's classroom performance. Our signatures below attest to our judgments regarding the proficiency of the teacher candidate. As professional educators we recommend the student observed do the following:

_____   *Continue with preparation for a teaching license.*
_____   *Be required to complete an individualized contract to remedy deficiencies.*
_____   *Discontinue preparation for a teaching license.*

_____
College Professor/ Cooperating Teacher's Signature   Date

_____
Teacher Candidate's Signature   Date

	PLANNING Indicators	Developing	Acceptable	Target
1	The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure. (The lesson is ecologically based with a clear beginning and clear ending). *ICC7S9, ICC7S10, ICC5S1, ICC7S11, ECSE7S2, ECSE7S3*	Lesson plan is disorganized. Careful planning is not evident and does not consider student strengths and challenges.	The teacher candidate plans a lesson that is ecologically based, is sequentially presented consistent with most student levels of understanding, response modes and engagement	The teacher candidate plans a lesson that is ecologically based, sequentially presented, and consistent with all student levels of understanding, response modes and engagement.
2	Lesson objectives are measurable and observable. *ICC7S6, ICC5S3*	Lesson objectives are not provided/ not matched to student ability and/or content of the lesson.	Lesson objectives are clear, and are differentiated to match most levels of student skills. Criterions are identified for some objectives.	Lesson objectives are clear, and are differentiated to match different levels of student skills. Criterions are identified for students at different levels.
3	The lesson plan objectives are aligned with GLEs, GSEs, AAGSEs, RIELS standards of general education *ICC1K3, ICC1K1, ICC7S1, ICC7K3, ECSE7S5*	Objectives are not aligned with appropriate standards	Teacher candidate's objectives are mostly aligned with appropriate standards, linked to general education curriculum	Teacher candidate's objectives are all aligned with appropriate standards of general education at an age-appropriate level consistent with general curriculum
4	The instructional strategies, activities and technical resources (e.g. augmentative communication, manipulatives, assistive technologies) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles (health, physical, medical needs). *ICC2K5, ICC2K6, ICC2K7, ICC7K4, ICC7S11; ICC6K1, ECSE7S4*	Instruction, strategies, resources, or materials are chosen based on some student needs.	The teacher candidate plans instruction, strategies, resources, and materials that consider student age, learning needs and additional considerations such as physical, health, medical, communication and sensory abilities. Technology (low tech and/or high tech) is used as appropriate for the learning task	The teacher candidate plans Instruction, strategies, resources, and materials that consider student age, learning needs, physical, health, medical, receptive and expressive communication and sensory abilities. Related services are infused into instruction when appropriate. Technology (low tech and/or high tech) is used consistently as appropriate for the learning task
5	The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, augmentative communication, electronic technology, and supports to writing) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students in least restrictive environments. *ICC2K2, ICC4S2, ICC7K4, ICC7S11, ICC1K4, ICC1K1, ECSE7S6, ECSE7S8, ECSE5S5*	Instruction, strategies, resources, or materials are chosen based availability, and offer limited opportunities for diverse learners beyond the classroom.	The teacher candidate's Instruction, strategies, resources, and materials consider most student abilities and understanding (i.e. learning, behavior, problem-solving, communication/language, culture) to provide meaningful instruction in least restrictive environments (school, community, vocational).	The teacher candidate's Instruction, strategies, resources, and materials consider all student abilities and understanding (i.e. behavior, problem-solving, communication/language, culture) to provide meaningful instruction in least restrictive environments (school, community, vocational).
6	The lesson design demonstrates an accurate understanding of content. *ICC7K2, ECSE7K2*	Significant errors in content is presented within the teacher candidate's lesson	Teacher candidate's content is presented accurately in most aspects of the lesson	Teacher candidate's content is accurately presented in all aspects of the lesson
7	The lesson is designed to engage students in meaningful instructional tasks related to content.	Teacher candidate's lesson is planned to	Teacher candidate's lesson is planned to engage students in learning tasks,	Teacher candidate plans a lesson to engage students in learning tasks, with clear criteria

	(i.e. plans for appropriate behavior, communication, social learning, within context of academic learning) *ICC4S3, ICC4S5, ICC7K2, ICC7S14, ICC6S1,ECSE4S8, ECSE4S7, ECSE2S1, ECSE4S6, ECSE4S5*	engage students, although lesson does not focus on meaningful instruction.	demonstrate acceptable behavior, and provide opportunities for communicating understanding of content.	for acceptable behavior, and provide opportunities for communication throughout the academic content.

	PLANNING Indicators	**Developing**	**Acceptable**	**Target**
8	The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging. (i.e. takes into account individual learning styles, levels of understanding, auditory, and communication strengths). *ICC3K1, ICC3K2, ICC7S7, ICC6K4, ECSE3S2, ECSE4S1, ECSE3S1*	The lesson is based on content only with little consideration of student strengths/preferences.	Most aspects of the lesson is on student learning and includes some highly engaging components. Lesson is based on most student strengths (auditory, communication, sensory, learning, structure).	The focus of the lesson is on student learning and includes many highly engaging components. Lesson is based on each student's strengths (auditory, communication, sensory, learning, structure).
9	Formative and/or summative assessments are aligned with objectives (i.e., lesson includes a data collection system/task analysis that assesses identified lesson objectives). *ICC7S4, ICC7S5, ICC7S6, ICC8S4, ICC8S8, ECSE4S3, ECSE7K3*	Evaluation of students do not clearly match the identified objectives.	Evaluation of student learning is linked to objectives, and incorporates evaluation of some additional skills.	Evaluation of student learning is closely linked to objectives, and incorporates evaluation of behavior, social abilities, and/or communication as appropriate to the students in a way that captures student progress.
10	The lesson incorporates flexibility and plans for re-teaching and/or extension, if needed (i.e., skills generalize to other routines.) *ICC7S13, ICC5S5, ECSE5S3*	Lesson is planned as an isolated experience with not plans identified for re-teaching or extension	Lesson is planned within the context of other lessons.	Lesson is planned within the context of other lessons and modified to adjust to student learning. Generalization of skills to different tasks/different environments is conveyed

	ACTION: Implementation Indicators	**Developing**	**Acceptable**	**Target**
1	The teacher candidate arranges the physical environment to maximize learning in this particular lesson. (i.e. addresses the physical and sensory needs of students) *ICC7S9, ECSE5S2, ECSE7S2*	Teacher candidate does not consider the physical environment to support the learning of students. Assistive technology is not considered.	Teacher candidate arranges the physical environment to maximize students' learning. Some of the following is considered: classroom structure, visual supports, lighting, physical access and clutter are adapted. Assistive technology is considered to assist some students learn.	Teacher candidate arranges the physical environment to maximize all students' learning. Classroom structure, visual supports, lighting, physical access and clutter are adapted. Assistive technology is considered to assist with learning in the environment
2	The teacher candidate attends to individual student needs, including learning and behavioral issues. (i.e. considers effective use of technology supports, paraeducators, peers, and other related service to provide support) *ICC7K5, ICC7S2, ICC7S9, ICC7S11, ICC1K4, ICC4K1, ECSE4S8, ECSE5S5, ECSE7S3, ECSE5S4*	The teacher candidate attends to the needs of some students. Little collaboration to ensure all student needs are met is evident.	The teacher candidate attends to individual student needs, including learning and behavioral issues. Professionals in the classroom are informed and work together to assist students.	The teacher candidate attends to individual student needs, including learning and behavioral issues. Professionals in the classroom are knowledgeable on their roles and work together to assist students, with carryover of roles evident.

		Developing	Acceptable	Target
3	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assist. technologies, electronic technology) to promote student learning and creativity. *ICC6K4, ECSE5S3, ECSE5S1*	The teacher candidate designs learning experiences without evidence that individual learning needs are considered in selection of digital tools or resources.	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assist. technologies, electronic technology) to promote student learning and creativity	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assist. technologies, electronic technology) to promote maximum student learning and creativity
	ACTION: Implementation Indicators	**Developing**	**Acceptable**	**Target**
4	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. (i.e. pace, intensity of content, and instructional supports to assist learning) *ICC5K3, ICC7S12*	The pace of the lesson and/or intensity of content do not match student learning needs.	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. Intensity of content, memory/perceptual supports, visual supports, are used to match the needs of most students.	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. Intensity of content, memory/perceptual supports, visual supports, are used to match the needs of all students.
5	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assistive technology, electronic technology, graphic organizers). *ICC6K4, ICC7S13, ECSE5S5*	The teacher candidate develops learning activities that do not match most student learning needs .	The teacher candidate customizes and personalizes learning activities using digital tools and resources that match all student's needs. Learning activities incorporate manipulatives, aug. communication, adaptive or assistive technology, electronic technology and other adaptations as consistent with some student's learning needs.	The teacher candidate customizes and personalizes learning activities using digital tools and resources that match all student's needs. Learning activities incorporate manipulatives, aug. communication, adaptive or assistive technology, electronic technology and other adaptations as consistent with each student's learning needs.
6	The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. *ICC7S15, ICC7S4, ICC7S5, ICC8S6, ECSE4S1, ECSE8S5, ECSE8S6, ECSE8S7*	The teacher candidate uses an assessment plan that does not convey a match to basic students needs.	The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. Assessment is adapted to match the language, sensory, learning, response-mode, and physical challenges as appropriate for most students.	The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. Assessment is adapted to match the language, sensory, learning, response-mode, and physical challenges as appropriate for each student.
7	The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (i.e., uses communication and prompting methods that match student culture, sensory, tactile, kinesthetic learning needs*). ICC6S1, ICC7S8, ECSE4S2, ECSE4S3*	The teacher candidate's questioning strategies are not matched to student needs and are not likely to enhance the development of student conceptual	The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving and are individualized to most student needs (i.e. uses communication and prompting methods that match student culture, sensory, tactile/kinesthetic	The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving and are individualized to each student needs (i.e. uses communication and prompting methods that match student culture, sensory, tactile/kinesthetic learning

		understanding/problem solving.	learning needs).	needs).
8	The lesson is modified as needed based on formative assessment within the lesson. *ICC7S15, ICC8S5, ECSE4S1, ECSE8S11*	The teacher candidate demonstrates limited analysis of formative assessment, resulting in few modifications.	The teacher candidate demonstrates modification of the lesson, as needed, based on some analysis of formative assessment within the lesson.	The teacher candidate demonstrates modification of the lesson, as needed, based on careful analysis of formative assessment within the lesson.

	ACTION: Content Indicators	**Developing**	**Acceptable**	**Target**
1	The content of the lesson is significant and worthwhile/ecologically based. *ICC7S1, ICC7K2, ECSE3S2*	The content of the lesson is selected based on teacher interest, has little connection to student learning abilities	The teacher candidate selects lesson content that is based in the general education curriculum, is somewhat significant, worthwhile, and prioritized based on some student learning abilities.	The teacher candidate selects lesson content that is based in the general education curriculum, is significant, worthwhile, and prioritized based on student learning abilities.
2	The content of the lesson is appropriate for the developmental levels of the students in this class. *ICC7S1, ICC7S2, ICC7S6, ECSE3S2, ECSE4K1*	The content of the lesson does not match the developmental levels of the students.	The content of the lesson is appropriate for the developmental levels of the most students in this class, modified to meet most student learning needs.	The content of the lesson is appropriate for the developmental levels of the students in this class, modified to meet individual student learning needs.
3	Students are intellectually engaged with important ideas relevant to the focus of the lesson. *ICC7S1, ICC5S4*	Students are not engaged in the content of the lesson	Students are somewhat intellectually engaged with important ideas relevant to the focus of the lesson.	Students are highly intellectually engaged with important ideas relevant to the focus of the lesson.
4	The teacher candidate provides accurate content information and displays an understanding of important concepts. *ICC7S2*	The teacher candidate provides content which is inaccurate.	The teacher candidate provides accurate content information and displays an understanding of important concepts.	The teacher candidate provides accurate content information and displays an in-depth understanding of important concepts.
5	Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.(considers home factors, family perspectives, cult. perspectives) *ICC1K10, ICC1K4, ECSE2S1, ECSE4S1*	The teacher candidate makes few connections to other disciplines or to real-world contexts.	The teacher candidate makes appropriate connections to other areas of the discipline, to other disciplines, and/or to real-world contexts. Considerations of some additional factors are evident.	The teacher candidate makes appropriate connections to other areas of the discipline, to other disciplines, and/or to real-world contexts and considers home factors, family perspectives, regional considerations, and cultural perspectives in making the connections.

.	**ACTION: Climate Indicators**	**Developing**	**Acceptable**	**Target**
1	The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. *ICC5S7, ECSE5S5*	The teacher candidate demonstrates strained relationships with his/her students	The teacher candidate demonstrates positive relationships with his/her students in most ways	The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc
2	There is a sense of community in the classroom. Students treat each other and the teacher candidate	The teacher candidate treats others with respect	There is a sense of community in the classroom. Students treat each other and	There is a sense of community in the classroom. Students treat each other and the

		Developing	Acceptable	Target
	with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ) *ICC5SK8*	on occasion	the teacher candidate with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ)	teacher candidate with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ), supported by teacher candidate model of respect for others.
3	Active participation of all is encouraged and valued. (i.e., identifying realistic expectations, behavioral and/or physical supports, and feedback that match student learning needs.) *ICC4S2,IC4K2 ,ICC5S10, ICC5S11, ICC5S3, ICC5S4, ICC5S9, ECSE6S1, ICC4K1, ICC5S1, ICC5S11,ICC5K5, ECSE6S2*	The teacher candidate requires students to participate.	Teacher candidate encourages and values active participation throughout the school day. The teacher candidate identifies realistic expectations, behavioral and/or physical supports, and feedback that match student learning needs.	Teacher candidate encourages and values active participation throughout the school day. The teacher candidate identifies realistic expectations, behavioral and/or physical supports, and feedback that match student learning needs.
.	**ACTION: Climate Indicators**	**Developing**	**Acceptable**	**Target**
4	The teacher candidate's language and behavior clearly demonstrate that s/he is approachable, sensitive, and supportive to all students *ICC5S1, ICC5K4, ICC5S7, ICC9S8*	The teacher candidate demonstrates behavior that can be perceived as approachable at times	The teacher candidate's language and behavior clearly demonstrate that s/he is approachable and supportive to all students	The teacher candidate's language and behavior clearly demonstrate that s/he is approachable, sensitive, and supportive to all students
5	The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions (using positive behavior and intervention systems-PBIS) *IC1K10*	The teacher candidate presents limited opportunity for students to become actively involved in the lesson.	The teacher candidate presents a teaching climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions, using positive behavior and intervention strategies during most times.	The teacher candidate presents a teaching climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions, using positive behavior and intervention strategies at all times.
6	Intellectual rigor, constructive criticism, and the challenging of ideas are evident. (high expectations to match student abilities) *ICC5K1, ICC1K9, ICC5S2*	The teacher candidate provides expectations based on some students.	The teacher candidate provides Intellectual rigor with high expectations for most student, provides constructive criticism, and the challenging of ideas.	The teacher candidate provides Intellectual rigor with high expectations for each student, provides constructive criticism, and the challenging of ideas.
7	There was a high proportion of student-to-student communication about the content of the lesson (consistent with student mode of communication, physical abilities, level of responsiveness due to health issues) *ECSE5S4, ECSE5S5, ICC6S1,*	The lesson was primarily teacher candidate directed with limited opportunity for student communication.	There were some opportunities for student-to-student communication and/or teacher-to-student communication about the content of the lesson. Teacher candidate uses/encourages communication that is consistent with student's mode of communication.	There was a high proportion of student-to-student communication and/or teacher-to-student communication about the content of the lesson. Teacher candidate uses/encourages communication that is consistent with student's mode of communication, physical abilities, and level of responsiveness.

.	ACTION: Classroom Management Indicators	Developing	Acceptable	Target
1	The teacher candidate has an effective way of getting all students in the class to be attentive. (i.e. utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task) *ICC5S2, ICC6S1, ECSE4S8, ICC5S10, ICC9S8*	The teacher candidate gains attention of students using practices inconsistent with positive behavior support.	The teacher candidate has an effective way of getting most students in the class to be attentive. The teacher candidate utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task as appropriate as appropriate for most students.	The teacher candidate has an effective way of getting all students in the class to be attentive. The teacher candidate utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task as appropriate to each student.
2	The teacher candidate does not try to "talk over" the students, (i.e. modifying using appropriate volume and intonation to support student hearing needs and level of communication understanding, addressing problems/attention needs in a constructive way.) *ICC5S5, ICC9S8*	The teacher candidate uses voice volume as a primary technique to gain student attention.	The teacher candidate does not try to "talk over" the students. The teacher candidate modifies their voice by using appropriate volume and intonation to support student hearing needs and level of communication of most students. Teacher candidate addresses attention challenges in a constructive way.	The teacher candidate does not try to "talk over" the students. The teacher candidate modifies their voice by using appropriate volume and intonation to support student hearing needs and level of communication. Teacher candidate addresses attention challenges in a constructive way.
3	The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. (i.e. Adapts grouping, and lesson progression to match student and learning needs) *ECSE5S2*	Class time is minimally devoted to academic tasks.	The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. The teacher candidate adapts grouping and lesson progression to match student and learning needs.	The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. The teacher candidate adapts grouping and lesson progression to match every student's learning, behavioral and attentional needs.
4	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task. *ICC5S10, ECSE5S4*	The teacher candidate addresses the needs of some students.	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task.	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task. This is supported by the coordinated engagement of other classroom professionals working with students.
5	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. *ICC4S6, ICC5S12, ICC6S1*	The teacher candidate provides minimal directions before moving on to the next task.	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. Some supports are used to assist with transitions.	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. Additional supports are used to assist with successful transitions of each student.
6	The teacher candidate applies a set of fair classroom rules, and behavioral interventions	The teacher candidate implements inconsistent	The teacher candidate applies a set of fair classroom rules, and behavioral	The teacher candidate develops and applies a set of fair classroom rules, and behavioral

are based on logical consequences. *ICC5S6*	behavioral interventions that do not convey careful attention to consequences.	interventions are based on logical consequences	interventions are based on logical consequences

	Reflection Indicators	**Developing**	**Acceptable**	**Target**
1	The teacher candidate describes how s/he made decisions for planning and implementation. *ICC7S13, ICC9S1, ICC9S2, ICC9S12*	The teacher candidate presents a limited description for how s/he made decisions for planning and implementation.	The teacher candidate describes how s/he made decisions for planning and implementation.	The teacher candidate clearly and comprehensively describes how s/he made decisions for planning and implementation.
2	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements. *ICC7S15, ICC9S11, ICC9S9*	The teacher candidate presents a limited discussion of the strengths and weaknesses of the lesson, and/or s/he does not generate appropriate ideas for possible improvements.	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements	The teacher candidate clearly and comprehensively discusses the strengths and weaknesses of the lesson and generates highly appropriate ideas for possible improvements.
3	The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. *ICC8S9, ICC8S7, ICC9S13, ICC8S8*	The teacher candidate presents a limited analysis and assessment of student engagement, progress toward meeting the lesson objectives, and classroom management issues and/or inaccuracies exist.	The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.	The teacher candidate clearly and comprehensively analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues with a high level of accuracy.
4	The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students. *ICC9S8, ICC9S9*	The teacher candidate demonstrates a limited awareness of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.	The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.	The teacher candidate demonstrates a keen awareness of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.
5	Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons. *ICC9S5, ICC7S13*	Based on this lesson, the teacher candidate sets a limited number of concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) that s/he will focus on for future lessons and/or the goals set are inappropriate or somewhat inappropriate.	Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.	Based on this lesson, the teacher candidate sets highly appropriate, concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) that s/he will focus on for future lessons.

	Professional Behavior Indicators	Developing	Acceptable	Target
1	The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. *ICC9S1, ICC9S6, ICC9S, ICC10S3, ICC10S11*	The teacher candidate treats his/ her cooperating teacher, administrators, other teachers, and paraprofessionals with a limited level of courtesy, respect, and honesty.	The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.	The teacher candidate consistently treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with a high level of courtesy, respect, and honesty.
2	The teacher candidate is on time and is prepared. *ICC9S1*	The teacher candidate demonstrates inconsistencies in his/her ability to be on time and be prepared.	The teacher candidate is on time and is prepared.	The teacher candidate is consistently on time and is consistently well prepared.
3	The teacher candidate dresses professionally. *ICC9S1*	The teacher candidate demonstrates inconsistencies in his/her practice of dressing professionally.	The teacher candidate dresses professionally.	The teacher candidate consistently dresses professionally.
4	The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House). *ICC9S4, ICC10S2, ICC10S3, ICC10S4, ICC10S5, ICC10S7, ICC10S10, ICC10K2, ECSE10S6*	The teacher candidate demonstrates inconsistencies in his/her attendance at faculty and other meetings relating to students, and/or s/he is inattentive, and when applicable, does not take an active role in department (i.e., IEP meetings, parent conferences, inclusion planning meetings,Open House).	The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House).	The teacher candidate consistently attends, is highly attentive, and when applicable, takes a highly active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House).
5	The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. *ICC10K1, ICC10S6, ICC10S7, ICC10S8*	The teacher candidate demonstrates inconsistencies in his/her ability to accept constructive feedback and make the appropriate adjustments.	The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.	The teacher candidate is consistently able to accept constructive feedback and make the highly appropriate adjustments based on that feedback.
6	The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a professional manner. *ICC1K4, ICC1K3, ECSE10S1*	The teacher candidate demonstrates inconsistencies in his/her ability to balance collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a professional manner.	The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a professional manner.	The teacher candidate consistently balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a highly professional manner.

	Professional Behavior Indicators	Developing	Acceptable	Target
7	The teacher candidate is a thoughtful listener to her students, his/her colleagues, and parents. (considers differences in perspective of family members).	The teacher candidate demonstrates inconsistencies in his/her ability to be a thoughtful listener to his/her students,	The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents. Teacher	The teacher candidate consistently demonstrates his/her ability to be a thoughtful listener to her students, colleagues, and parents. Teacher

	ICC10K3, ICC10K4, ICC10S9, ICC1K10, ECSE9S2, ECSE9S3, ECSE10S3	colleagues, and parents. Teacher candidate does not consider differences in perspective of family members.	candidate considers differences in perspective of family members in most interactions with others.	candidate considers differences in perspective of family members in all interactions with others.
8	The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. (i.e. uses information and perspectives from others to plan and adjust student educational planning). *ICC10S4, ICC10S2 , ICC10S3,ICC3K3, ICC3K4, ECSE10S2*	The teacher candidate demonstrates inconsistencies in his/her ability to maintain a nonjudgmental stance toward students, parents, and colleagues. The teacher candidate does not use information and perspectives from others to plan and adjust student educational planning.	The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. The teacher candidate uses information and perspectives from others frequently to plan and adjust student educational planning.	The teacher candidate consistently maintains a nonjudgmental stance toward students, parents, and colleagues. Teacher candidate uses information and perspectives from others consistently to plan and adjust student educational planning.
9	The teacher candidate is a student advocate. (i.e. supports acquisition of student services, using professional standards (procedures, confidentiality, and collaboration) *ICC10K1, ICC10S1, ECSE9S7, ECSE9S1*	The teacher candidate demonstrate inconsistencies in his/her advocacy of students. The teacher candidate does not support acquisition of student services and/or does not use professionalism in acquisition of services.	The teacher candidate is a student advocate. The teacher candidate supports acquisition of some student services, using professional standards (i.e. procedures, confidentiality, collaboration).	The teacher candidate consistenly demonstrates his/her ability to be a student advocate. The teacher candidate supports acquisition of all student services, using professional standards (i.e. procedures, confidentiality, collaboration).

	Technology Indicators	Developing	Acceptable	Target
1	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology) to promote student learning and creativity. *ICC6S2, ICC6K4, ICC7K4, ICC6S2, ICC6K4, ICC7K4, ECSE5S5*	The teacher candidate *demonstrates inconsistencies* in his/her ability to design or adapt relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology) to promote student learning and creativity.	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology) to promote student learning and creativity.	The teacher candidate *consistently* designs or adapts *highly* relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology) to promote student learning and creativity.
2	The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. *ICC6S2, ICC6K4, ICC7K4, ECSE5S5*	The teacher candidate *demonstrates inconsistencies* in his/her ability to develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.	The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.	The teacher candidate *consistently* develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
3	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology). *ICC6S2, ICC6K4, ICC7K4, ECSE5S5*	The teacher candidate customizes and personalizes *a limited number* of learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches,	The teacher candidate *consistently* customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology).

			communication, switches, fm systems, electronic technology).	fm systems, electronic technology).	

	Technology Indicators	**Developing**	**Acceptable**	**Target**
4	The teacher candidate demonstrates fluency with available technology systems. *ICC6S2, ICC6K4, ICC7K4, ECSE5S5*	The teacher candidate *demonstrates inconsistencies* in his /her fluency with available technology systems.	The teacher candidate demonstrates fluency with available technology systems.	The teacher candidate *consistently* demonstrates fluency with available technology systems.
5	The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. *ICC6S1, ECSE6S3*	The teacher candidate *demonstrates inconsistencies* in his/her ability to communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.	The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.	The teacher candidate *consistently* communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
6	The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. *ICC9S2*	The teacher candidate *demonstrates inconsistencies* in his/her ability to model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.	The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.	The teacher candidate *consistently* models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
7	The teacher candidate demonstrates fluency with available technology (if applicable). *ECSE5S5, ECSE5S1*	The teacher candidate *demonstrates inconsistencies* in his/her fluency with available technology (if applicable).	The teacher candidate demonstrates fluency with available technology (if applicable).	The teacher candidate *consistently* demonstrates fluency with available technology (if applicable).

CAPSULE RATING OF OBSERVED LESSON

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

Unacceptable

Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline. For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed.

Approaching

Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

If this is other than a first observation, student performance at this level may indicate that intervention is needed.

Acceptable

Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

Target

Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating: ___ **Unacceptable**   __**Approaching**   ___ **Acceptable**   ___ **Target**

KNOWLEDGE: Domain Specific Knowledge, Technology Knowledge, *Learning Environments and Social Interaction (CEC-5),Instr. Strategies (CEC-4)* I
PRACTICE: Communication & Expression, Reflective Problem Solving, Professional Practice, *Assessment (CEC-8), Instr.Plan(CEC-7), Prof Prac (CEC-9)*
PROFESSIONALISM: Professional Ethics, Leadership, Collaboration, *Collaboration (CEC-10)*
DIVERSITY: Individual Differences/Cultural Diversity, Family Centeredness & Engagement, *Individual Learn. Diff (CEC-3), Dev/Char Learners (CEC-2)*

EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM
SPED 668 EARLY CHILDHOOD SPECIAL EDUCATION <u>RUBRIC PART TWO</u>

Student Name: _____   Early Intervention *and* Preschool Program:_____

Date Completed: _____   RIC Supervisor: _____   OVERALL SCORE/GRADE: _____

Non-highlighted indicators are typically found during internship in an Inclusive Preschool. The highlighted indicators can be found in either Early Intervention Internship or Preschool Internship, but most often occur during Early Intervention.

Competency	No Opportunity For Observation	Skill Marginally Demonstrated DEVELOPING	Skill Moderately Demonstrated ACCEPTABLE	Skill Consistently Demonstrated TARGET
Select and use a variety of informal and formal assessment instruments and procedures, including observational methods, to make decisions about children's learning and development.				
Select and administer assessment instruments and procedures based on the purpose of the assessment being conducted and in compliance with established criteria and standards.				
Develop and use authentic, performance-based assessments of children's learning to assist in planning, communicate with children and parents, and engage children in self-assessment.				
Involve families as active participants in the assessment process.				
Participate and collaborate as a team member with other professionals in conducting family-centered assessments.				
Communicate assessment results and integrate assessment results from others as an active team participant in the development and implementation of the individualized education program (IEP) or individual family service plan (IFSP).				
Monitor, summarize, and evaluate the acquisition of child and family outcomes as outlined on the IFSP or IEP.				
Communicate options for programs and services at the next level and assist the family in planning for transition.				
Implement culturally unbiased assessment instruments and procedures.				

KNOWLEDGE: Domain Specific Knowledge, Technology Knowledge, *Learning Environments and Social Interaction (CEC-5),Instr. Strategies (CEC-4)*
PRACTICE: Communication & Expression, Reflective Problem Solving, Professional Practice, *Assessment (CEC-8), Instr.Plan(CEC-7), Prof Prac (CEC-9)*
PROFESSIONALISM: Professional Ethics, Leadership, Collaboration, *Collaboration (CEC-10)*
DIVERSITY: Individual Differences/Cultural Diversity, Family Centeredness & Engagement, *Individual Learn. Diff (CEC-3), Dev/Char Learners (CEC-2)*

II

Competency	No Opportunity For Observation	Skill Marginally Demonstrated **DEVELOPING**	Skill Moderately Demonstrated **ACCEPTABLE**	Skill Consistently Demonstrated **TARGET**
Plan and implement developmentally and individually appropriate curricula and instructional practices based on knowledge of individual children, the family, the community, and curricula goals and content.				
Develop an IFSP or IEP, incorporating both child and family outcomes in partnership with family members and other professionals.				
Incorporate information and strategies from multiple disciplines in the design of intervention strategies.				
Develop and select learning experiences and strategies that affirm and respect family, cultural, and societal diversity, including language differences.				
Plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting				
Select intervention curricula and methods for children with specific disabilities including motor, sensory, health, communication, social-emotional, and cognitive disabilities.				
Implement developmentally and functionally appropriate individual and group activities using a variety of formats, including play, environmental routines, parent-mediated activities, small-group projects, cooperative learning, inquiry experiences, and systematic instruction.				
Develop and implement an integrated curriculum that focuses on children's needs and interests and takes into account culturally valued content and children's home experiences.				

III

KNOWLEDGE: Domain Specific Knowledge, Technology Knowledge, *Learning Environments and Social Interaction (CEC-5),Instr. Strategies (CEC-4)*
PRACTICE: Communication & Expression, Reflective Problem Solving, Professional Practice, *Assessment (CEC-8), Instr.Plan(CEC-7), Prof Prac (CEC-9)*
PROFESSIONALISM: Professional Ethics, Leadership, Collaboration, *Collaboration (CEC-10)*
DIVERSITY: Individual Differences/Cultural Diversity, Family Centeredness & Engagement, *Individual Learn. Diff (CEC-3), Dev/Char Learners (CEC-2)*

Competency	No Opportunity For Observation	Skill Marginally Demonstrated **DEVELOPING**	Skill Moderately Demonstrated **ACCEPTABLE**	Skill Consistently Demonstrated **TARGET**
Use appropriate health appraisal procedures and recommend referral and ongoing follow-up to appropriate community health and social services.				
Identify aspects of medical care for premature, low birth weight, and other medically fragile babies, including methods of care for young children dependent on technology and implications of medical conditions on child development and family resources, concerns, and priorities.				
Recognize signs of emotional distress, child abuse, and neglect in young children and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities.				
Provide a stimulus-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.				
Organize space, time, peers, materials, and adults to maximize child progress in group and home settings.				
Implement basic health, nutrition, and safety management practices for young children, including specific procedures for infants and toddlers and procedures regarding childhood illness and communicable diseases.				
Use individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children; to encourage and teach positive social skills and interaction among children; to promote positive strategies of conflict resolution; and to develop personal self-control, self-motivation, and self-esteem.				
Select and implement methods of behavior support and management appropriate for young children with special needs, including a range of strategies from less directive, less structured methods (e.g., verbal support and modeling) to more directive, more structured methods (e.g., applied behavior analysis).				
Support and facilitate family and child interactions as primary contexts for learning and development.				
Establish and maintain positive, collaborative relationships with families.				

IV

KNOWLEDGE: Domain Specific Knowledge, Technology Knowledge, *Learning Environments and Social Interaction (CEC-5),Instr. Strategies (CEC-4)*
PRACTICE: Communication & Expression, Reflective Problem Solving, Professional Practice, *Assessment (CEC-8), Instr.Plan(CEC-7), Prof Prac (CEC-9)*
PROFESSIONALISM: Professional Ethics, Leadership, Collaboration, *Collaboration (CEC-10)*
DIVERSITY: Individual Differences/Cultural Diversity, Family Centeredness & Engagement, *Individual Learn. Diff (CEC-3), Dev/Char Learners (CEC-2)*

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. Competency	No Opportunity For Observation	Skill Marginally Demonstrated **DEVELOPING**	Skill Moderately Demonstrated **ACCEPTABLE**	Skill Consistently Demonstrated **TARGET**
Apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.				
Demonstrate sensitivity to differences in family structures and social and cultural backgrounds.				
Assist families in identifying their resources, priorities, and concerns in relation to their child's development.				
Respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.				
Involve families in assessing and planning for their children.				
Implement a range of family-oriented services based on the family's identified resources, priorities, and concerns.				
Implement family services consistent with due process safeguards.				
Evaluate services with families.				
Collaborate/consult with other professionals and with agencies in the larger community to support children's development, learning, and well being.				
Identify structures supporting interagency collaboration, including interagency agreements, referral, and consultation.				
Participate as a team member to identify dynamics of team roles, interaction, communication, team building, problem solving, and conflict resolution.				
Evaluate and design processes and strategies that support transitions among hospital; home; and infant/toddler, preprimary, and primary programs.				

KNOWLEDGE: Domain Specific Knowledge, Technology Knowledge, *Learning Environments and Social Interaction (CEC-5),Instr. Strategies (CEC-4)* v
PRACTICE: Communication & Expression, Reflective Problem Solving, Professional Practice, *Assessment (CEC-8), Instr.Plan(CEC-7), Prof Prac (CEC-9)*
PROFESSIONALISM: Professional Ethics, Leadership, Collaboration, *Collaboration (CEC-10)*
DIVERSITY: Individual Differences/Cultural Diversity, Family Centeredness & Engagement, *Individual Learn. Diff (CEC-3), Dev/Char Learners (CEC-2)*