

**EDT 472/528: Internship in Preschool Special Education
Observation Record**

10/2009
revised 6/27/2012

Intern:	School/City:	Semester:	Final Grade:
Cooperating Teacher:		University Supervisor:	

Scoring Rubric

Composite Scores determined from collection of anecdotal records of candidate performance during the five week internship:

Terminology	Definition	Score
Proficient	Meets all aspects of the standards and integrates knowledge and skills into practical application	3
Satisfactory	Meets standards with basic understanding and application	2
Unsatisfactory	requirements of the standard	1

Instructions for Interns, Cooperating Teacher, and University Supervisors:

This assessment tool is intended to be a framework through which the intern demonstrates ability to implement the competencies stressed throughout the Transdisciplinary Early Childhood Program. The competencies listed in this framework have been identified by the National Association for the Education of Young Children (NAEYC) and the Council for Exceptional Children (CEC), as informed by the Early Childhood knowledge and skills, as preferred practice for teachers who work with young children ages birth through age 8.

- This document is designed to be an on-going collection of evidence provided by a variety of sources including the intern, the cooperating teacher, the campus supervisor and others who have knowledge of the intern's performance in their current early childhood setting.
- Documentation for the successful completion of each of the competencies can take many forms and varies from intern to intern.
- A common element for all documents is the comments written by the cooperating teacher and campus supervisor as well as the intern. These comments constitute evidence. It is up to the intern, in conversation with the campus supervisor, to determine if the comments provide significant evidence or if further documentation is needed for a competency.
- This document is dynamic in nature in that the documentation grows throughout the 5-week experience. Because the competencies to be demonstrated go beyond what can be observed during an individual lesson, no one evaluator will be able to observe all competencies. The document is to remain at the intern's work area. As observer's witness and can provide evidence for all or part of a competency, they add their comments in the space provided.
- The intern is required to provide evidence by describing how they addressed each competency in the space provided and by providing supportive documentation as needed. In many cases, anecdotal records are sufficient but if necessary supportive documentation can be included and can take the form of lesson plans, pictures, student work, letters from or to parents and philosophy statements.
- As observers or the intern note areas of concern, they are documented on a Goals for Professional Growth form also included in this packet. Plans for addressing the area of concern are included as are descriptions of growth as it is observed.
- The strategic planning involved in the Goals for Professional Growth can be a collaborative attempt to improve practice, which can involve the joint efforts of other stakeholders in the program such as parents, therapists, administrators, co-teachers and paraprofessionals etc.
- The campus supervisor will examine the document at the beginning of the internship, at midterm and at the end of the 5-week internship. Progress, as well as areas of concern, will be noted and discussed with the intern and cooperating teacher. Overall scoring will be completed as stated in the **Scoring Rubric** below.
- At the end of the internship, the cooperating teacher and supervisor will review the intern's performance with the intern, the document will be turned in and a grade for the internship will be issued. Finally, the campus supervisor and cooperating teacher will prepare letters of recommendation, which are submitted to the Educational Placement Office by the campus supervisor.
- This document is to be submitted separately as a packet without being placed in a folder, binder, or any other form of covering. This document is placed in the intern's permanent file and will not be returned. Please secure with staples and do not include evidence that need to be returned. The intern should make a personal copy before it is submitted to the campus supervisor the final time.

NAEYC Standard 1: Promoting Child Development and Learning**CEC Standard 2: Development and Characteristics of Learners****CEC Standard 3: Individual Learning Characteristics****CEC Standard 5: Learning Environments and Social Interactions****Ohio Standard 1: Teachers understand student learning and development, and respect the diversity of the students they teach.****Ohio Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.****Ohio Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.****The Candidate:**

1	demonstrates respect for the dignity, worth, and uniqueness of each individual (child, family member, and colleague), by creating a learning environment that is fair, avoids discrimination and that demonstrates the candidate's belief that all students can learn. CC2K5 CC5S1 5a, 5b CEC 5	Supporting Evidence:	3 2 1
2	uses appropriate strategies, including listening to and acknowledging children's feelings and frustration, guidance to help resolve conflicts and modeling to support positive, inclusive relationships among all children and adults in the learning environment. CC4S2 CC5K5 1a 1b 1c 4a	Supporting Evidence:	3 2 1
3	shapes the learning environment to encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy for all children, including those with ELN. CEC 5	Supporting Evidence:	3 2 1
4	accommodates a broad range of individual differences in prior experiences, maturation rates, styles of learning, needs, interests, primary language, culture, and family backgrounds. CC2K5 CC2K6 CC3K2 CC4S3 1c	Supporting Evidence:	3 2 1
5	constructs curriculum, in collaboration with professionals, para-educators, and families, that is personally meaningful and socially relevant which builds upon what the children already know and addresses all areas of the children's development including: physical, emotional, social, linguistic, aesthetic and cognitive. CC3K5 EC3S1 EC7S4 EC7S2 4a 4b 4c 4d	Supporting Evidence:	3 2 1

NAEYC Standard 2: Building Family and Community Relationships			
CEC: Standard 10: Collaboration			
Ohio Standard 1: Teachers understand student learning and development, and respect the diversity of the students they teach.			
Ohio Standard 6: Teachers collaborate and and communicate with other educators, administrators, students and parents and the community to support student learning.			
6	works in a collaborative partnership with families, creating a welcoming environment and establishing and maintaining regular, two-way communication with children’s families, soliciting participation in decision making about the child. CC1K9 CC2K3 CC3K4 CC4K4 CC4S3 EC4S1 EC7S2 EC7S4 EC8S4 CC10S2 CC10S3 CC10S10 EC10S5 2a 2b 2c 4a	Supporting Evidence:	3 2 1
7	will know and use community resources to support the child, family and program in culturally responsive ways and to facilitate successful transitions across settings and services. CC4S6 EC4S2 EC4S3 CC10S6 2a, 2b, 5a, 5e	Supporting Evidence:	3 2 1
8	works in collaboration with others to facilitate successful transitions for individuals with ELN across settings and services. CC4S6, EC4S2, EC4S3	Supporting Evidence:	3 2 1
NAEYC Standard 3: Documenting and Assessing to Support Young Children and Families			
CEC Standard 8: Assessment			
CEC Standard 7: Instructional Planning			
Ohio Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.			
9	displays awareness of legal and ethical principles of measurement and assessment, as well as assessment goals, benefits, limitations, and uses by practicing responsible assessment with young children and their families. CC8K2 CC8K4 CC8S5 3a 3c	Supporting Evidence:	3 2 1
10	collaborates with families and other colleagues to assure nonbiased, meaningful assessments and decision making based on multiple types of assessment measures (observation, interviews, informal and formal assessments) CC8S2 CC8S8 EC8S1 3c 3d	Supporting Evidence:	3 2 1
11	uses a variety of data collection methods including systematic observation and other naturalistic assessments as part of an ongoing system of assessment to inform and adjust instruction, identify supports and adaptations required, monitor IFSP/IEP goals and objectives, and facilitate access to the general curriculum. CC8S2 CC8S8 EC8S1 3a 3b 3c CEC7	Supporting Evidence:	3 2 1

NAEYC Standard 4: Teaching and Learning			
CEC Standard 4: Instructional Strategies CEC Standard 6: Language CEC Standard 7: Instructional Planning Ohio Standard 2: Teachers know and understand the content area for which they have instructional responsibility. Ohio Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.			
12	selects, adapts, and uses developmentally and exceptionality-appropriate approaches (including modeling and guided practice), materials, interventions, and techniques to support development and learning, maintenance, and generalization of knowledge and skills across all environments and settings. CEC 4 & 7	Supporting Evidence:	3 2 1
13	poses problems, asks questions, and makes comments and suggestions that stimulate children's thinking and provide scaffolding that enables the child to succeed in a task that is just beyond his or her ability to complete alone CC4S2 1a 1b 1c 4a 4b 4c 4d	Supporting Evidence:	3 2 1
14	arranges an engaging environment and provides the children with a rich variety of experiences, projects, materials, problems and ideas to explore and investigate, allowing the child the opportunity to make meaningful choices, explore through active involvement, and plan their own learning environments, to promote each child's learning and development. CEC 4	Supporting Evidence:	3 2 1
15	manages behavior by setting clear, consistent, and fair limits for children's behavior, holding children accountable to standards of acceptable behavior and/or redirecting children to more acceptable behaviors, patiently reminding children of rules and their rationale as needed. CC1K2 CC5K2 CC5S2 CC4S5 CC5S5 CC5S10 1a 4a 4b	Supporting Evidence:	3 2 1
16	uses scientifically-based procedures to develop, implement, and monitor Individualized Education Program (IEP) to ensure full participation and progress in the general curriculum and address state and/or agency standards. CEC 7	Supporting Evidence:	3 2 1
17	displays knowledge of typical and atypical language development by enhancing the language development of all children by modeling appropriate communication skills, teaching vocabulary and concepts naturally, and helping children expand their language skills. Direct teaching of communication skills is included in lesson plans. CEC 6	Supporting Evidence:	3 2 1

18	effectively integrates and utilizes augmentative, alternative, and assistive technologies to support instructional planning and individualized instruction, and enhance all areas of development – motor, speech/language, social/emotional, cognitive, and adaptive. CEC 6 & 7	Supporting Evidence:	3 2 1
19	uses medical care considerations for premature, low-birth-weight, and other young children with medical and health conditions including nutrition plans and feeding strategies. EC5K1	Supporting Evidence:	3 2 1
NAEYC Standard 5: Becoming a Professional			
CEC Standard 9: Professional and Ethical Practice			
CEC Standard 1: Foundations			
Ohio Standard 7: Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.			
20	upholds legal and ethical practices that support the rights of all young children including those with special needs to receive appropriate opportunities and services. CC9S1, CC9S2, CC9S3	Supporting Evidence:	3 2 1
21	demonstrates an understanding of recommended early childhood/early childhood special education research-based practices and relies on this understanding to critically reflect on his or her own practice. CC9S7, CC9S11	Supporting Evidence:	3 2 1
22	provides guidance and direction to para-educators and others to ensure appropriate interactions and engagement in developmentally appropriate practices. (also CEC Standard 5: Learning Environments and Social Interactions)	Supporting Evidence:	3 2 1
23	utilizes professional organizations (NAEYC/CEC) to remain current on the issues and concerns related to early care and education of all children, and how those issues might influence professional practice, in addition to participating in professional development that supports inclusive practices and lifelong learning. CC9K3, C9S12 5c	Supporting Evidence:	3 2 1

Goals for Professional Growth

Date: _____

Identified area of concern:

Describe the area of concern as observed:

Plan for professional growth:

How plan was implemented:

Summative evaluation of the intern's performance: