

**EDT 472/528: Internship in Preschool Special Education
Observation Record – Effective September 2009**

Intern: _____ School/City: _____ Semester: _____
 Clinical Educator: _____
 University Liaison: _____

Interns, Clinical Educator, and University Liaison:

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.

Composite Score Sheet

	Unsatisfactory	Proficient	Advanced
<p>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.</p>			
<p>The candidate 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 NAEYC 1b</p>	<p>The candidate does not demonstrate respect for the dignity, worth, and uniqueness of each individual (child, family member, and colleague), by failing to create a learning environment that is fair, discriminates and that demonstrates a belief that only some students can learn.</p>	<p>The candidate demonstrates respect for the dignity, worth and uniqueness of each individual (child, family member, and colleague), by creating a learning environment that is minimally fair, avoids discrimination and that demonstrates the candidate’s belief that all students can learn.</p>	<p>The candidate 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. The candidate creates a fair learning environment by <i>knowing and developing the characteristics of learners.</i></p>

<p>The candidate 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 NAEYC 1a</p>	<p>The candidate does not use 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</p>	<p>The candidate uses minimally 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</p>	<p>The candidate 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 by acknowledging <i>individual learning characteristics and creating appropriate learning environments and social interactions.</i></p>
<p>The candidate 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 NAEYC 1c</p>	<p>The candidate fails to shape the learning environment to encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy for all children, including those with ELN.</p>	<p>The candidate shapes the learning environment to encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy for all children, including those with ELN.</p>	<p>The candidate shapes the learning environment to encourage independence, self-motivation, self-direction, personal empowerment, and self-advocacy for all children, including those with ELN. The candidate <i>creates learning environments that promote high levels of learning and achievement for all students.</i></p>
<p>The candidate 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 NAEYC 1c</p>	<p>The candidate fails to accommodate a broad range of individual differences in prior experiences, maturation rates, styles of learning, needs, interests, primary language, culture, and family backgrounds.</p>	<p>The candidate accommodates a broad range of individual differences in prior experiences, maturation rates, styles of learning, needs, interests, primary language, culture, and family backgrounds.</p>	<p>The candidate accommodates a broad range of individual differences in prior experiences, maturation rates, styles of learning, needs, interests, primary language, culture, and family backgrounds. The candidate clearly understands <i>student learning</i></p>

			<i>and development, and respect the diversity of the students they teach</i>
The candidate 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 NAEYC 1a	The candidate fails to construct 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.	The candidate 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.	The candidate 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 by <i>creating learning environments that promote high levels of learning and achievement for all students that promotes child development and learning.</i>
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 communicate with other educators, administrators, students and parents and the community to support student learning.			
The candidate 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 NAEYC 2b	The candidate fails to work in a collaborative partnership with families, fails to create a welcoming environment and fails to establish and maintain regular, two-way communication with children’s families, soliciting participation in decision making about the child.	The candidate 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.	The candidate 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. The candidate works to <i>build family and community</i>

			<i>relationships.</i>
The candidate 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 NAEYC 2c	The candidate does not 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.	The candidate 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.	The candidate 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. The candidate intentionally <i>supports student learning by collaborating and communicating with other educators, administrators, students and parents.</i>
The candidate works in collaboration with others to facilitate successful transitions for individuals with ELN across settings and services. CC4S6, EC4S2, EC4S3 NAEYC 2b	The candidate fails to work in collaboration with others to facilitate successful transitions for individuals with ELN across settings and services.	The candidate works in collaboration with others to facilitate successful transitions for individuals with ELN across settings and services.	The candidate works in collaboration with others to facilitate successful transitions for individuals with ELN across settings and services. The candidate <i>understands student learning and development</i> and the importance of <i>collaboration to support student learning.</i>
NAEYC Standard 3: Observing, 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.			
The candidate 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	The candidate fails to display awareness of legal and ethical principles of measurement and assessment, as well as assessment	The candidate displays awareness of legal and ethical principles of measurement and assessment, as well as	The candidate displays awareness of legal and ethical principles of measurement and

<p>young children and their families. CC8K2 CC8K4 CC8S5 NAEYC 3c</p>	<p>goals, benefits, limitations, and uses by practicing responsible assessment with young children and their families.</p>	<p>assessment goals, benefits, limitations, and uses by practicing responsible assessment with young children and their families.</p>	<p>assessment, by <i>observing, documenting and assessing to support young children and families</i>, The candidate also displays awareness as well as assessment goals, benefits, limitations, and uses by practicing responsible assessment with young children and their families.</p>
<p>The candidate 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 NAEYC 3b</p>	<p>The candidate fails to collaborate 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)</p>	<p>The candidate 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)</p>	<p>The candidate collaborates with families and other colleagues by holding conferences that assure nonbiased, meaningful assessments are being used. The candidate shows decision making based on multiple types of assessment measures by creating documentation to show that students have been assessed by various measures that help meet their <i>individual needs and ensure their learning</i>.</p>
<p>The candidate 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 CEC7 NAEYC 3b</p>	<p>The candidate uses only one data collection method; systematic observation or other naturalistic assessments as part of an ongoing system of assessment to inform and adjust instruction, but fails to identify supports and adaptations required, monitor IFSP/IEP goals and objectives, and facilitate access to the general curriculum.</p>	<p>The candidate 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.</p>	<p>The candidate 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 by observing and <i>documenting young children to ensure their learning</i>. The candidate identifies supports and adaptations required, monitors IFSP/IEP goals and objectives and facilitates access to the general</p>

			curriculum by <i>collaborating with families and colleagues to ensure student learning.</i>
NAEYC Standard 4: Using Developmentally Effective Approaches NAEYC Standard 5: Using Content Knowledge to Build Meaningful Curriculum 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.			
The candidate 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 NAEYC 4b	The candidate fails to select, adapt, and use 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.	The candidate 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.	The candidate 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. <i>By using content knowledge and plans and delivers effective instruction that advances the learning of each individual student.</i>
The candidate 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 NAEYC 5b	The candidate fails to pose problems, ask questions, and make 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.	The candidate 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.	The candidate poses problems, asks questions and makes comments and suggestions that stimulate children’s thinking by assessing the student’s understanding of content. The candidate provides scaffolding that enables the child to succeed in a task that is just beyond his or her

			ability to complete the task alone by knowing <i>content area in which they are responsible to teach and creating lessons and plans to meet the needs of individual students.</i>
The candidate 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 NAEYC 5b	The candidate fails to arrange an engaging environment and provide 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.	The candidate 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.	The candidate arranges an engaging environment and provides the children with a rich variety of experiences, projects, materials, problems and ideas to explore and investigate, by using <i>various language and learning experiences.</i> The candidate allows 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, building <i>meaningful curriculum.</i>
The candidate 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 NAEYC 4a	The candidate fails to manage 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.	The candidate 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.	The candidate manages behavior by setting clear, consistent, and fair limits for children's behavior, and uses <i>language</i> that is consistent. The candidate holds 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 by creating management plans that meet

			the needs of all students.
The candidate 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 NAEYC 6b	The candidate fails to use 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.	The candidate uses scientifically-based procedures minimally 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.	The candidate 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 by using <i>instructional strategies and instructional planning</i> that allows for the <i>delivery of effective instruction and advancement of each student</i> .
The candidate 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 NAEYC 4b	The candidate fails to display 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.	The candidate 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.	The candidate 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 <i>language</i> skills. Direct teaching of communication skills is included in lesson plans. The candidate collaborates with colleagues to ensure correct use of <i>language to ensure the learning of all students</i> .

<p>The candidate 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 NAEYC 4b</p>	<p>The candidate fails to effectively integrate and utilize 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.</p>	<p>The candidate 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.</p>	<p>The candidate effectively integrates and utilizes augmentative, alternative, and assistive technologies to support <i>instructional planning and individualized instruction</i>, and enhance all areas of development – motor, speech/language, social/emotional, cognitive, and adaptive. The candidate creates lesson plans and instructional activities that enhance all areas of development.</p>
<p>The candidate 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 NAEYC 1c</p>	<p>The candidate does not use medical care considerations for premature, low-birth-weight and other young children with medical and health conditions including nutrition plans and feeding strategies.</p>	<p>The candidate uses medical care considerations for premature, low-birth-weight and other young children with medical and health conditions including nutrition plans and feeding strategies.</p>	<p>The candidate uses medical care considerations for premature, low-birth-weight and other young children with medical and health conditions including nutrition plans and feeding strategies. The candidate communicates with colleagues, and families to make the best decisions to support <i>developmentally appropriate practices</i>.</p>
<p>NAEYC Standard 6: 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.</p>			
<p>The candidate 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 NAEYC 6b</p>	<p>The candidate fails to uphold legal and ethical practices that support the rights of all young children including those with special needs to receive appropriate opportunities and</p>	<p>The candidate upholds legal and ethical practices that support the rights of all young children including those with special needs to receive appropriate opportunities and</p>	<p>The candidate upholds legal and ethical practices that support the rights of all young children including those with special needs to receive appropriate</p>

	services.	services.	opportunities and services by knowing the legal and ethical practices that are in place, communicating with families and colleagues assuming <i>responsibility for professional and ethical practice.</i>
The candidate 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 NAEYC 6d	The candidate 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.	The candidate 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.	The candidate 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. The candidate critically reflects after each lesson ensuring <i>performance, and involvement as an individual and as a member of a learning community.</i>
The candidate 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) CC5S15, CC5K3 NAEYC 5c	The candidate fails to structure, direct, and support the activities of para-educators, volunteers and tutors, that would result in the development of a learning environment that includes; appropriate practices, effective management of teaching, and learning.	The candidate provides limited structure and direction in the classroom to para-educators, volunteers and tutors that result in development of a learning environment that does not include; appropriate practices, effective management of teaching and learning.	The candidate structures, directs and supports the activities of para-educators, volunteers, and tutors that result in the development of a learning environment that includes appropriate practices, effective management of teaching and learning.
The candidate 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	The candidate fails to utilize 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	The candidate utilizes professional organizations (NAEYC/CEC) to remain current on the issues and concerns related to early care and education of all children,	The candidate utilizes professional organizations (NAEYC/CEC) to remain current on the issues and concerns related to early care and education of all

practices and lifelong learning. CC9K3, C9S12 NAEYC 6c	might influence professional practice, in addition to participating in professional development that supports inclusive practices and lifelong learning.	and how those issues might influence professional practice, in addition to participating in professional development that supports inclusive practices and lifelong learning.	children, and how those issues might influence professional practice, in addition to participating in professional development that supports inclusive practices and lifelong learning. The candidate does so by attending conferences, reading newsletters and using information from each in their teaching, helping them form <i>involvement as an individual and as a member of a learning community</i> .
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Goals for Professional Growth (*spaces deleted to save space for this report*)

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