

## Assessment

### EDSE 680 Clinical Practice Evaluation

**Assignment:** Candidates participate in a full semester of clinical practice/student teaching under the supervision of a university supervisor and site supervisor. During the semester, candidates are to gradually assume responsibilities associated with the teacher of record. This includes instructional planning, lesson implementation, classroom management, and collaboration with families and general education teachers. Candidates will be evaluated according to the following characteristics, dispositions, and skills based on the current Council for Exceptional Children (CEC) Initial Content Standards.

### Standards

- CEC-INI-2012.1.1** Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with exceptionalities.
- CEC-INI-2012.1.2** Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- CEC-INI-2012.2.1** Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- CEC-INI-2012.2.2** Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- CEC-INI-2012.2.3** Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
- CEC-INI-2012.5.1** Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
- CEC-INI-2012.5.2** Beginning special education professionals use technologies to

support instructional assessment, planning, and delivery for individuals with exceptionalities.

**CEC-INI-2012.5.3** Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

**CEC-INI-2012.5.4** Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities

**CEC-INI-2012.5.5** 5: Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

**CEC-INI-2012.5.6** Beginning special education professionals teach to mastery and promote generalization of learning.

**CEC-INI-2012.5.7** Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

**CEC-INI-2012.6.1** Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

**CEC-INI-2012.6.2** Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

**CEC-INI-2012.6.3** Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.

**CEC-INI-2012.6.4** Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

**CEC-INI-2012.6.5** Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring

**CEC-INI-2012.6.6** Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

**CEC-INI-2012.7.1** Beginning special education professionals use the theory and elements of effective collaboration.

**CEC-INI-2012.7.2** Beginning special education professionals serve as a collaborative resource to colleagues.

**CEC-INI-2012.7.3** Beginning special education professionals use collaboration to

promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

## EDSE 680 Clinical Practice Evaluation - CEC Standards Rubric

	Exceeding Expectations (4.000 pts)	Meeting Expectations (3.000 pts)	Developing (2.000 pts)	Emerging (1.000 pt)
<b>1.1 Describes how language, culture, and family background influence the learning of individuals with exceptionalities</b> (1.000, 3%) CEC-INI-2012.1.1	<p>Recognizes how language, culture, and family background influence the learning of individuals with exceptionalities by: Being courteous, respectful, attentive, and responsive to students, family members, and colleagues, especially those from diverse cultural, linguistics, and socio-economic backgrounds.</p> <p>Fully engaging family members, especially those from diverse backgrounds, in the schooling of their children.</p> <p>Respectfully and accurately acknowledging cultural, linguistic, and family background differences in discussions with colleagues.</p>	<p>Recognizes how language, culture, and family background influence the learning of individuals with exceptionalities by: Being courteous, respectful, attentive, and responsive to students, family members, and colleagues, especially those from diverse cultural, linguistics, and socio-economic backgrounds.</p> <p>Engaging family members, especially those from diverse backgrounds, in the schooling of their children.</p> <p>Acknowledging cultural, linguistic, and family background differences in discussions with colleagues.</p>	<p>Communicates superficially with family members, including those from diverse background, however, relationships are on a superficial level. Minimally engages family members, limiting family communication with the school. Rarely engages in conversations about diversity with colleagues.</p>	<p>Rarely communicates with family members, including those from diverse backgrounds without direction.</p>
<b>1.1 Describes how language, culture, and family background influence the learning of individuals with exceptionalities</b> (1.000, 3%) CEC-INI-2012.1.1	<p>Artfully embedding instructional strategies that address cultural, linguistic, and family background differences creating a respectful classroom community.</p> <p>Initiating family contacts and maintaining an accurate detailed log of these contacts.</p>	<p>Embedding instructional strategies that address cultural, linguistic, and family background differences.</p> <p>Maintaining a log a family contacts.</p>	<p>Inconsistently embeds some issues of diversity into instruction. Maintains a log of family contacts when directed.</p>	<p>Engages in conversations about students' backgrounds, but rarely pursues information concerning cultural, linguistic, or family background to include in lessons.</p>
<b>1.2 Describes development and individual differences to</b>	<p>Evaluates students' individual differences and development by: Actively and accurately</p>	<p>Evaluates students' individual differences and development by: Participating in the</p>	<p>Participates in the development of IEPs with the support of the mentor, reporting</p>	<p>Participates in the development of a few IEPs, however, assumes a very</p>

<b>respond to the needs of individuals with exceptionalities</b> (1.000, 3%) CEC-INI-2012.1.2	<p>participating in the development of IEPs, reporting assessment results, and accurately addressing student strengths and challenges in light of student inclusion in general education classes.</p> <p>Consistently and accurately noting students' behaviors and developmental characteristics in a professional manner with colleagues.</p>	<p>development of IEPs, reporting assessment results, and addressing student strengths and challenges in light of student inclusion in general education classes.</p> <p>Addressing students' behavioral and developmental characteristics with colleagues.</p>	<p>assessment results, and addressing student strengths and challenges in light of student inclusion in general education classes.</p> <p>Participates in meetings passively (e.g., waiting for others to ask).</p> <p>Occasionally addresses colleagues about students' behavioral and developmental characteristics.</p>	<p>passive role, not reporting on assessment results, nor accurately addressing student strengths and challenges in light of student inclusion in general education classes.</p> <p>Rarely directly addresses students' behaviors or developmental characteristics with colleagues.</p>
<b>1.2 Describes development and individual differences to respond to the needs of individuals with exceptionalities</b> (1.000, 3%) CEC-INI-2012.1.2	<p>Consistently responds to the needs of individuals with exceptionalities by:</p> <p>Deftly differentiating instruction for diverse individuals and groups of students in lesson plans and execution of lessons.</p> <p>Being flexible in lesson construction and interaction with students for the purposes of supporting students and dealing with unexpected changes.</p>	<p>Responds to the needs of individuals with exceptionalities by:</p> <p>Differentiating instruction for diverse individuals and groups of students in lesson plans and execution of lessons.</p> <p>Often being flexible in lesson construction and interaction with students for the purposes of supporting students and dealing with unexpected changes.</p>	<p>Inconsistently attempts to differentiate instruction for diverse students and student groups.</p> <p>Practices being flexible with instructional implementation; however, struggles with unexpected changes.</p>	<p>Rarely differentiates instruction for diverse students and student groups.</p> <p>Prepares to be flexible with instructional implementation; however, consistently struggles with any unexpected changes.</p>
<b>2.1 Creates safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions through collaboration with general educators and other colleagues.</b>	<p>Creates safe, inclusive, culturally responsive learning environments that aids in engaging students in meaningful learning activities and social interactions by:</p> <p>Designing and posting attractive and culturally relevant bulletin boards that include student work samples.</p> <p>Assisting in the design/lay-out of the classroom, which allows for student movement, access, and independence.</p>	<p>Creates learning environments that foster safety, cultural understanding, and emotional well-being by frequently:</p> <p>Assisting in the design and posting of attractive and relevant bulletin boards that include student work samples.</p> <p>Assisting in the design/lay-out of the classroom, which allows for student movement, access, and independence.</p>	<p>Designs and posts some bulletin boards as well as attempts to maintain the classroom environment.</p> <p>The classroom is not always safe and accessible for all students.</p>	<p>Designs and posts a bulletin board.</p> <p>Classroom is not always safe and accessible for students.</p>

(1.000, 3%) CEC-INI-2012.2.1				
<b>2.1 Creates safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions through collaboration with general educators and other colleagues.</b> (1.000, 3%) CEC-INI-2012.2.1	<p>Maintaining a neat and orderly classroom that allows for safe student movement and accessibility to materials.</p> <p>Effectively utilizing instructional materials that include representation of multiple cultures.</p> <p>Displaying and using culturally relevant realia and visuals.</p> <p>Maintaining a log of general educator collaborations.</p>	<p>Assisting in maintaining a neat and orderly classroom that allows for safe student movement and accessibility to materials.</p> <p>Utilizing instructional materials that include representation of multiple cultures.</p> <p>Often displaying and using culturally relevant realia and visuals.</p> <p>Maintaining a log of general educator collaborations.</p>	<p>Infrequently displays culturally relevant realia and visuals in the classroom.</p> <p>Only occasionally are culturally relevant materials used for instruction.</p> <p>A log of general education contacts is maintained sporadically.</p>	<p>Rarely displays culturally relevant realia, visuals, and instructional materials.</p> <p>Does not accurately maintain log of general education teacher contacts.</p>
<b>2.2 Teaches individuals with exceptionalities how to adapt to different environments with use motivational and instructional interventions.</b> (1.000, 3%) CEC-INI-2012.2.2	<p>Designs motivational and instructional interventions by: Consistently designing and implementing lessons resulting in student learning.</p> <p>Using anticipatory sets at the beginning of lessons that engage students.</p> <p>Consistently implementing strategies for generalization and/or transfer of skills.</p>	<p>Designs motivational and instructional interventions by: Designing and implementing lessons resulting in student learning.</p> <p>Typically incorporating anticipatory sets at the beginning of lessons that engage students.</p> <p>Implementing strategies for generalization and/or transfer of skills.</p>	<p>Prepares and implements lessons. Inconsistently in begins lessons with an anticipatory set. Points out how to generalize or transfer skills learned when directed.</p>	<p>Prepares and implements lessons with mentor support. Rarely begins lessons with an anticipatory set. Instruction does not contain basic elements of an identified method (e.g., cooperative learning, explicit direct instruction, Direct Instruction, etc.). Does not ask students to generalize or transfer skills unless required by supervisor.</p>
<b>2.2 Teaches individuals with exceptionalities how to adapt to different environments with use motivational and instructional interventions.</b> (1.000, 3%) CEC-INI-2012.2.2	<p>Using lesson material that draws student interest and attention.</p> <p>Effectively using appropriate extrinsic rewards when needed.</p> <p>Accurately modifying planned lessons as needed for the purposes of student attention, learning, and behavior.</p>	<p>Frequently using lesson material that draws student interest and attention.</p> <p>Using appropriate extrinsic rewards when needed.</p> <p>Modifying planned lessons as needed for the purposes of student attention, learning, and behavior.</p>	<p>Sometimes uses materials that draws student interest and attention. Periodically uses extrinsic rewards when directed. Seldom modifies lessons based on student behavior, attention, or learning. Uses a single instructional method (e.g., Direct Instruction) when</p>	<p>Chooses materials based on convenience not student interest. Does not use extrinsic rewards. Seldom modifies lessons based on student behavior, attention, or learning.</p>



	Consistently using a variety of methods and instructional strategies to enhance student motivation and learning.	Using a variety of methods and instructional strategies to enhance student motivation and learning.	teaching.	
<b>2.2 Teaches individuals with exceptionalities how to adapt to different environments with use motivational and instructional interventions.</b> (1.000, 3%) CEC-INI-2012.2.2	Consistently encouraging students to make choices  Consistently encouraging students to communicate opinions, feelings, wants, and insights	Encouraging students to make choices.  Encouraging students to communicate opinions, feelings, wants, and insights.	Occasionally encourages student choice and communication.	Rarely encourages student choice or communication.
<b>2.3 Teaches individuals with exceptionalities how to adapt to different environments with use motivational and instructional interventions.</b> (1.000, 3%) CEC-INI-2012.2.3	Intervenes safely and appropriately with individuals with exceptionalities in crisis by: Developing a well delineated and detailed overall classroom management plan for a substitute teacher, which includes specific strategies for students in crisis.  Developing an individual behavior support plan that identifies problematic behaviors, stages of escalating behaviors and interventions including those for crisis behavior.  Actively assisting in the development of detailed formal behavioral plans (e.g. FBA, BIP, manifestation determination plans).	Intervenes safely and appropriately with individuals with exceptionalities in crisis by: Developing an overall classroom management plan for a substitute teacher, which includes strategies for students in crisis.  Assisting in the development of an individual behavior support plan that identifies problematic behaviors, stages of escalating behaviors and interventions including those for crisis behavior.  Actively assisting in the development of formal behavioral plans (e.g. FBA, BIP, manifestation determination plans).	Develops an overall classroom management plan for a substitute teacher; however, the plan is too general and brief. Assumes a passive role in the development of an individual behavior support plan, making few contributions. Passively participates in the development of formal behavioral plans (e.g. FBA, BIP, manifestation determination plans).	Develops an overall classroom management plan for a substitute teacher; however, the plan indicates little understanding of the students' behaviors. Assumes a passive role in the development of an individual behavior support plan, making no contributions. Makes no contributions in the development of formal behavioral plans (e.g. FBA, BIP, manifestation determination plans).
<b>5.1 Considers an individual's abilities, interests, learning environments, and cultural and linguistic</b>	Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning	Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning	Inconsistently identifies individual student IEP goals or seeks students' background information before or during the lesson. Some tasks are outside students' ability	Lesson goals are identified, but not pertinent to students' IEP goals and objectives. Does not seek students' background information at the

<b>factors in the selection, development and adaptation of learning experiences for individuals with exceptionalities</b> (1.000, 3%) CEC-INI-2012.5.1	experiences by: Clearly identifying pertinent IEP goals and objectives in individual lesson plans for observations. Beginning lessons by seeking students' background knowledge.	experiences by: Identifying pertinent IEP goals in individual lesson plans for observations. Typically beginning lesson by seeking students' background knowledge	levels.	beginning of the lesson. Many tasks are outside students' ability levels.
<b>5.1 Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individuals with exceptionalities</b> (1.000, 3%) CEC-INI-2012.5.1	Providing students with clear and comprehensible instruction based on cultural and linguistic needs. Providing students with motivating tasks within their ability levels and connecting them to college and career options.	Providing students with comprehensible instruction based on cultural and linguistic needs. Providing students with tasks within their ability levels and connecting them to college and career options.	Infrequently provides students with feedback; instruction is rarely based on cultural and linguistic needs. Rarely provides a connection to college and career options.	Struggles to provide students with clear and comprehensible instruction based on cultural and linguistic needs. Does not provide college and career ready connections to the lesson.
<b>5.2 Uses technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities</b> (1.000, 3%) CEC-INI-2012.5.2	Implements the use of technologies to support instructional assessment, planning, and delivery for individuals with exceptional needs by: Consistently identifying the use of multiple types of technologies (high and low) in lesson plans. Seamlessly and effectively using multiple types (high and low) of technology during the observation lessons and for extension activities.	Implements the use of technologies to support instructional assessment, planning, and delivery for individuals with exceptional needs by: Frequently identifying the use of multiple types of technologies (high and low) in lesson plans. Effectively using multiple types (high and low) of technology during the observation lessons.	Uses a single type of technology (high and low) during the observation lessons, although there were opportunities to include other types of technology. Technology is not consistently noted in lesson plans.	Does not use technology (high and low) during the observation lessons, although there were opportunities to use technology for lesson enhancement, motivation, and communication. Technology is not addressed in lesson plans.
<b>5.3 Supports the communication and learning of individuals with exceptionalities with a variety</b>	Uses Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning by:	Uses Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning by:	Identifies some Augmentative and Alternative Communication (AAC) systems in lesson plans but infrequently encourages students to utilize such devices	Identifies a few Augmentative and Alternative Communication (AAC) systems in lesson plans but fails to provide such systems and fails to encourage

<b>of augmentative and alternative communication systems and assistive technologies.</b> (1.000, 3%) CEC-INI-2012.5.3	Providing AAC systems and AT to students. Effectively encouraging students to use AAC systems and AT throughout the lesson. Accurately identifying AAC systems and AT within lesson plans. Provides directions of use of AAC systems and AT to teachers and staff as needed.	Providing some AAC systems and AT for students to use Encouraging students to use AAC systems and AT throughout the lesson. Identifying AAC systems and AT within lesson plans.	during the lesson. Uses some AT devices effectively to support learning and communication.	students to utilize such devices when available. Uses limited number of AT devices with limited support to learning and communication.
<b>5.4 Uses strategies to enhance language development and communication skills of individuals with exceptionalities</b> (1.000, 3%) CEC-INI-2012.5.4	Enhances language development and communication skills of individuals with exceptionalities by: Identifying a variety of appropriate Specially Designed Instructional Strategies (SDAIE) and Sheltered Instructional Strategies in lesson plans. Effectively utilizing Specially Designed Instructional Strategies (SDAIE) and Sheltered Instructional Strategies during the lesson.	Supports language development and communication skills of individuals with exceptionalities by: Identifying a variety of Specially Designed Instructional Strategies (SDAIE) and Sheltered Instructional Strategies in lesson plans. Utilizing Specially Designed Instructional Strategies (SDAIE) and Sheltered Instructional Strategies during the lesson.	Identifies some Specially Designed Instructional Strategies (SDAIE) and Sheltered Instructional Strategies in lesson plans, however inconsistently uses such strategies in the actual lesson.	Describes a small number of Specially Designed Instructional Strategies (SDAIE) and Sheltered Instructional Strategies in lesson plans, where additional strategies should be included. Rarely, if ever, uses mentioned strategies in the actual lesson.
<b>5.5 Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</b> (1.000, 3%) CEC-INI-2012.5.5	Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences by: Developing detailed weekly lesson plans that demonstrate scope and sequence of educational activities and learning over time including essential data collection points. Showing accountability in identifying students/groups. Providing sufficient detailed information that a substitute teacher would understand and be able to implement the lessons.	Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences by: Developing detailed weekly lesson plans that demonstrate scope and sequence of educational activities and learning over time. Typically showing accountability in identifying students/groups. Providing information that a substitute teacher would understand.	Develops weekly lesson plans that are brief and lack detail and logical flow of activities over time. A substitute would have difficulty understanding exactly what to do.	Inconsistently develops weekly lesson plans. Written plans are brief, lack detail, and do not demonstrate scope and sequencing of activities over time. Lesson plans would be of no use to a substitute.



<p><b>5.6 Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.</b> (1.000, 3%) CEC-INI-2012.5.6</p>	<p>Teaches to mastery and promotes generalization of learning by: Clearly developing detailed weekly lesson plans that show a variety of instructional strategies being utilized. Developing an individual lesson plan for the observation, which clearly delineates and identifies elements of an evidence-based instructional method (e.g., Cooperative Learning, Direct Instruction, etc.); identifies a desired level of mastery for skills taught and includes strategies for generalization. Executing a lesson, based on the developed lesson plan, which closely adheres to and follows the characteristics of an evidence-based instructional method (including generalization). Demonstrating the use of explicit modeling and efficient guided practice.</p>	<p>Teaches to mastery and promotes generalization of learning by: Developing weekly lesson plans that show a variety of instructional strategies being utilized. Developing an individual lesson plan for the observation, which delineates characteristics of an evidence-based instructional method (e.g., Cooperative Learning, Direct Instruction, etc.), identifies assessment measures, and identifies how to collect informal assessment data on generalization of skills. Executing a lesson, based on the developed lesson plan, which includes characteristics of an evidence-based instructional method. Demonstrating the ability to use explicit modeling and efficient guided practice.</p>	<p>Develops weekly lesson plans that show some variation in instructional strategies. Develops an individual lesson plan for the observation, which identifies the major instructional method being used, but provides little detail on its execution. Executes a lesson, which in only partially based on the written plan.</p>	<p>Develops weekly lesson plans that show little variation in instructional strategies. Develops an individual lesson plan for the observation, which identifies the major instructional method to be used; however, the lesson is inconsistent with the method identified. Executes a lesson, which has little in common with the written plan.</p>
<p><b>5.7 Teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities</b> (1.000, 3%) CEC-INI-2012.5.7</p>	<p>Consistently teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving by: Asking students many different types of questions (e.g., open-ended, close-ended, comprehension, knowledge-based, etc.). Having students participate in multiple types of activities (e.g., pencil-paper tasks, cooperative tasks, performance-based tasks, etc.) to practice</p>	<p>Teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving by: Asking students more than one type of question (e.g., open-ended, close-ended, comprehension, knowledge-based, etc.). Having students participate in more than one type of activity (e.g., pencil-paper tasks, cooperative tasks, performance-based tasks, etc.) to practice</p>	<p>Typically asks student one type of question (e.g., open-ended, close-ended, comprehension, knowledge-based, etc.). Provides one type of activity (e.g., pencil-paper tasks, cooperative tasks, performance-based tasks, etc.) to practice or extend newly learned or emerging skills.</p>	<p>Asks very few, if any questions of students for the purposes of checking for understanding and to extending newly learned or emerging skills. Provides limited time for an activity for students to practice or extend learning.</p>

	or extend newly learned or emerging skills.	or extend newly learned or emerging skills.		
<b>6.1 Uses professional Ethical Principles and Professional Practice Standards to guide their practice.</b> (1.000, 3%) CEC-INI-2012.6.1	Uses professional Ethical Principles and Professional Practice Standards to guide their practice when talking with colleagues, parents, and community members.	Uses professional Ethical Principles and Professional Practice Standards to guide their practice when talking with colleagues and parents.	Has to be reminded to use professional Ethical Principles and Professional Practice Standards to guide their practice when talking with colleagues and parents.	Has to be reminded prior to every meeting to use professional Ethical Principles and Professional Practice Standards to guide their practice when talking with colleagues and parents.
<b>6.2 Uses foundational knowledge and responds to current policy issues in their professional practice.</b> (1.000, 3%) CEC-INI-2012.6.2	Uses foundational knowledge and responds to current policy issues in their clinical practice to explain teaching strategies and meeting needs during instruction and in reflective journals.	Uses foundational knowledge and responds to current policy issues in their clinical practice during instruction and meetings.	Uses foundational knowledge in their clinical practice during instruction and meetings but does not keep up to date on nor responds to current policy issues.	Periodically uses foundational knowledge in their clinical practice during instruction and meetings when reminded. Does not keep up to date on nor responds to current policy issues.
<b>6.3 Differentiates and scaffolds lesson to support students from diverse families, cultures, and schools, supporting complex human issues when delivering needed special education services.</b> (1.000, 3%) CEC-INI-2012.6.3	Differentiates and scaffolds lessons to support students from diverse families, cultures, and schools, supporting complex human issues when delivering needed special education services in general and special education settings and noted in the lesson plans.	Differentiates and scaffolds lessons to support students from diverse families, cultures, and schools, supporting complex human issues when delivering needed special education services and are noted in the lesson plans.	When reminded candidate notes differentiation and scaffolding in lesson plans to support students from diverse families and cultures.	Frequently required to rewrites lesson plans to include differentiation and scaffolding in lesson plans to support students from diverse families and cultures.
<b>6.4 In journals and lesson plans candidate addresses the significance of lifelong learning and schedules time for professional activities and</b>	In journals and lesson plans candidate addresses the significance of lifelong learning and schedules time for collaborative professional activities and learning communities.	In journals and lesson plans candidate addresses the significance of lifelong learning and schedules time for professional activities and learning communities.	In journals candidate addresses the significance of lifelong learning and professional learning communities but does not attend meetings regularly.	In journals candidate mentions the school's professional learning community but does not report on any outcomes or state any lifelong learning goals.

<b>learning communities.</b> (1.000, 3%) CEC-INI-2012.6.4				
<b>6.5 Mentors paraprofessionals and colleagues and advocates for children with exceptionalities to advance the special education profession</b> (1.000, 3%) CEC-INI-2012.6.5	Advances the special education profession through mentoring paraprofessionals and colleagues consistently. Consistently advocates for children with exceptionalities with entire school staff.	Advances the special education profession through mentoring paraprofessionals and colleagues as needed. Advocates for children with exceptionalities throughout the school day.	With reminders candidate will assist with mentoring paraprofessionals and colleagues. Advocates for children with exceptionalities during meetings.	Candidate will assist with mentoring paraprofessionals and colleagues when directed. Does not initiate advocacy for children with exceptionalities.
<b>6.6 Provides guidance and direction to Para educators, tutors, and volunteers.</b> (1.000, 3%) CEC-INI-2012.6.6	Provides guidance and direction to Para educators, tutors, and volunteers with regular trainings.	Provides guidance and direction to Para educators, tutors, and volunteers.	Provides guidance and direction to Para educators, tutors, and volunteers when asked.	Provides limited guidance and direction to Para educators, tutors, and volunteers, expects them to know what to do without direction.
<b>7.1 Collaborates effectively.</b> (1.000, 3%) CEC-INI-2012.7.1	Developing a positive rapport by using a positive attitude and body language. Consistently acknowledging and communicating appreciation for efforts.	Developing a positive rapport by using a positive attitude. Acknowledging and communicating appreciation for efforts.	Struggles to develop a positive rapport with support staff and volunteers. Sometimes uses positive attitudes, along with a positive body language. At times will acknowledge the efforts of support staff and volunteers.	Struggles to develop positive working relationships. Struggles to use a positive attitude, along with positive body language when interacting with support staff and volunteers unless directed to by supervisor. Rarely acknowledges the efforts of support staff and volunteers.
<b>7.2 Serves as a collaborative resource to colleagues.</b> (1.000, 3%) CEC-INI-2012.7.2	Provides guidance and direction to paraeducators, colleagues, classroom volunteers, and tutors by: Consistently communicating in-writing and/or in-person. Providing explicit and substantive directions, suggestions and recommendations concerning students, strategies, and services.	Provides guidance and direction to paraeducators, colleagues, classroom volunteers, and tutors by: Regularly communicating in-writing and/or in-person Providing directions, suggestions and recommendations concerning students, strategies, and services.	Occasionally communicates in writing and/or in-person with support staff and volunteers. Provides brief and sometimes incomplete directions.	Rarely communicates in writing and/or in-person. Provides incomplete and confusing directions.

<b>7.3 Collaborates to promote the well being of individuals with exceptionalities across a wide range of settings and collaborators.</b> (1.000, 3%) CEC-INI-2012.7.3	Collaborates to promote the well being of individuals with exceptionalities with all general education teachers and staff, special education teachers and staff, administration, volunteers, and community partners.	Collaborates to promote the well being of individuals with exceptionalities with most general education teachers and staff, special education teachers and staff, administration, and volunteers.	Collaborates to promote the well being of individuals with exceptionalities with some general education teachers and staff and some special education teachers.	Collaborates to promote the well-being of individuals with exceptionalities a few general education teachers and staff only when directed by mentor teacher.
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## EDSE 680 Clinical Practice Evaluation - Reflection/Management Rubric

	<b>Exceeding Expectations</b> (4.000 pts)	<b>Meeting Expectations</b> (3.000 pts)	<b>Developing</b> (2.000 pts)	<b>Emerging</b> (1.000 pt)
<b>Self-Evaluation</b> (1.000, 50%)	<p>Demonstrates the ability to self evaluate and accept the evaluations of others by: Graciously accepting constructive criticism.</p> <p>Responding consistently to suggestions. Accurately reflecting, interpreting, and communicating in writing (e.g., journals, self-evaluations) and orally (e.g., post-observation meetings) about their effectiveness as a teacher.</p>	<p>Demonstrates the ability to self evaluate and accept the evaluations of others by: Accepting constructive criticism.</p> <p>Responding to suggestions. Reflecting, interpreting, and communicating in writing (e.g., journals, self-evaluations) and orally (e.g., post-observation meetings) about their effectiveness as a teacher.</p>	<p>Does not always accept constructive criticism; respond to suggestions; or accurately reflect, interpret, and communicate in writing (e.g., journals, self-evaluations) and orally (e.g., post-observation meetings) about their effectiveness as a teacher.</p>	<p>Argues with supervisors about their constructive criticism (e.g. argues, excessive excuses); does not act on or respond to suggestions; or accurately reflect, interpret, and communicate in writing (e.g., journals, self-evaluations) and orally (e.g., post-observation meetings) about their effectiveness as a teacher.</p>
<b>Student Records</b> (1.000, 50%)	<p>Assumes the major responsibilities for maintaining student records by: Collecting data on student progress in meeting IEP goals and objectives.</p> <p>Taking attendance.</p> <p>Grading student work.</p> <p>Collecting work samples.</p> <p>Maintaining the teacher/classroom file</p>	<p>Maintains student records by: Helping to collect data on student progress in meeting IEP goals and objectives.</p> <p>Frequently taking attendance.</p> <p>Grading student work.</p> <p>Collecting some work samples.</p> <p>Helping in the maintenance the teacher/classroom file</p>	<p>nconsistently assists in maintaining student records such as: helping to collect data on student progress in meeting IEP goals and objectives; taking attendance; grading student work; collecting some work samples; and aiding in the maintenance the teacher/classroom file (hard copy or online).</p>	<p>Does not assist in maintaining student records such as: helping to collect data on student progress in meeting IEP goals and objectives; taking attendance; grading student work; collecting some work samples; and aiding in the maintenance the teacher/classroom file (hard copy or online).</p>

	(hard copy or online).	(hard copy or online).	
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