Special Education Clinical Practice Handbook

2018-19

We Learn
We Teach
We Inspire

UAF
UNIVERSITY OF
ALASKA
FAIRBANKS

School of Education

College of Natural Science and Mathematics

Date: August 9, 2018

Note: This handbook will periodically be updated to better communicate requirements, policies, and procedures. Check the UAF Special Education Program website for the most current version.

Credits

Cover Photography by Don Peterson

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Hello!

Thank you for agreeing to supervise a special education student teacher in your school or classroom. This handbook contains information for Site Supervisors and Supervising Teachers.

A **site supervisor** is a person who is supervising a student teacher who had been hired into a special education position on a waiver from the State of Alaska Department of Education and Early Development. Students hired under the waiver are certified elementary or secondary school teachers who are adding a special education endorsement to their teaching certificate. Site supervisors can be school principals, head teachers, special education directors.

A **supervising teacher** is a person who is hosting a student teacher in his/her classroom. Most likely the student teacher in the classroom is working on initial special education teacher certification.

The **university supervisor** is a faculty member who supervises interns in cooperation with the site supervisor and/or supervising teacher.

This handbook is also provided to the student teacher and the University Supervisor to avoid any confusion of responsibilities.

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Site Supervisor Letter

UNIVERSITY OF ALASKA FAIRBANKS

School of Education
714A Gruening Building, P.O. Box 756480
Fairbanks, AK 99775-6480
(907) 474-1557
jhealy7@Alaska.edu

Dear Site Supervisor,

Thank you for assuming the role of a site supervisor. You are filling a vital role in ushering new colleagues into the special education profession. We, at the University of Alaska Fairbanks, value your experiences and willingness to serve in this capacity.

Clinical Practice (internship, student teaching) is the culminating experience towards earning special education certification. Typically, interns (student teachers) work in model special education settings under the supervision of a teacher of record (supervising teacher). In this instance, however, the intern has been hired as a *special education teacher of record*. The intern possesses a general education certificate and has been hired by a school district as a special education teacher on the basis of a waiver, which has been granted by the Alaska Department of Education and Early Development. As such, the intern will do the clinical practice in his or her own special education classroom. Aside from a university supervisor, the program at UAF requires that interns holding waivers also have a site supervisor. A site supervisor typically is an administrator or an assigned certificated special education teacher who works for the district. The site supervisor acts in the dual roles of mentor and evaluator. The site supervisor provides an additional layer of support to the intern and helps in providing a more accurate and objective evaluation of the intern's skills.

The following are brief summaries of intern, site supervisor, and university supervisor responsibilities:

Intern Responsibilities:

1. Regular attendance in the assigned special education position for the equivalent period of a full-day, Monday through Friday, for one semester.
2. Follow all school and district policies including those for signing in, conduct, and dress code.
3. Be prepared for daily effective instructional and paperwork (e.g., assessment, IEP development, attendance etc.) responsibilities.
4. Collegial and effective collaboration with fellow staff members, including paraprofessionals, general education teachers, and support staff.
5. Be receptive to guidance provided by the site supervisor and university supervisor.

6. Attend and participate in regularly scheduled after school intern seminars conducted by the university supervisor.
7. Alert University and site supervisors to any issues, concerns, or problems.

Site Supervisor Responsibilities:

1. Regularly consult with the intern about such issues as appropriate classroom management, lesson planning, assessment and teaching strategies.
2. Be available to answer questions the intern may have concerning instruction and district policies.
3. Encourage the intern to work with a variety of student groupings, if possible (e.g., small group, one-on-one, whole group, inclusive, etc.).
4. Observe the intern formally and provide written critiques via LiveText forms. Optimally, at least four documented observations should be conducted during the semester. Complete mid-term and final evaluation reports.

University Supervisor Responsibilities:
The university supervisor is a faculty member who supervises interns in cooperation with the site supervisor. The university supervisor will:

1. Communicate with the site supervisor prior to starting observations in the classroom.
2. Communicate regularly with the intern.
3. Schedule and conduct formal observations of the intern throughout the semester.
4. Conduct summative evaluations twice during the semester.
5. Facilitate regularly scheduled after school intern seminars.

You will find detailed information that further explains the qualifications and responsibilities of site supervisors in this handbook. These are guidelines and not rigid rules. We recognize that accommodations may need to be made in individual instances.

We look forward to working with you! Please feel free to communicate with us regarding site supervisor responsibilities, our candidates, or our program.

Sincerely,

Dr. Joanne Healy
Assistant Professor of Special Education
UAF School of Education
Email: jhealy7@alaska.edu
Phone: (907) 474-1557

Supervising Teacher Letter

School of Education
714A Gruening Building, P.O. Box 756480
Fairbanks, AK 99775-6480
(907) 474-1557
JHealy7@Alaska.edu

Dear Supervising Teacher,

Thank you for being a Supervising Teacher for a UAF special education student intern. You are filling a vital role in ushering new colleagues into our profession. We, at the University of Alaska Fairbanks, value your experiences and willingness to serve in this capacity.

Clinical Practice (internship, student teaching) is the culminating experience towards earning special education certification. Generally, Interns work in model special education settings under the supervision of a teacher of record (Supervising Teacher). Such teachers are recognized by their school districts as being exemplary educators. For a full semester, Interns have the opportunity to observe and model the practices of Supervising Teachers. Interns also receive support from a University Supervisor.

Intern Responsibilities:

1. Attendance and participation in the assigned special education classroom for full days, Monday through Friday, for one semester for Clinical Practices (EDSE 680); however, Initial Clinical Practice (EDSE 678) is a minimum of 120 hours.
2. Follow all school and district policies including those for signing-in, conduct, and dress code.
3. Be prepared for daily instructional responsibilities as determined by the Supervising Teacher.
4. Be receptive to instruction and guidance provided by the Supervising Teacher and University Supervisor.
5. Alert University Supervisor to any issues, concerns, or problems.

Supervising Teacher Responsibilities:

1. Demonstrate appropriate classroom management, lesson planning, assessment and teaching strategies.
2. Be available to answer Intern questions concerning instruction and district policies.
3. Allow the Intern to work with small groups of children daily and attempt to provide a forum for the teaching of whole groups.
4. Observe the Intern formally and provide written critiques.
5. Complete mid-term and final evaluation reports.

University Supervisor Responsibilities:

1. Meet with the supervising teacher prior to starting observations in the classroom.
2. Communicate regularly with the Intern.
3. Schedule and conduct formal observations of the Intern throughout the semester.
4. Conduct one non-scheduled observation.
5. Conduct summative evaluations twice during the semester.

Attached is a handbook that explains in further detail the qualifications and responsibilities of Supervising Teachers.

We look forward to working with you! Please feel free to communicate with us regarding site supervisor responsibilities, our candidates, or our program.

Sincerely,

Dr. Joanne Healy
Assistant Professor of Special Education
UAF School of Education

Email: jhealy7@alaska.edu
Phone: (907) 474-1557

Site Supervisor Qualifications

Site supervisors are administrators or approved certificated special education teachers. They act as mentors and evaluators to interns during their final semester before applying for initial certification or endorsement. Site supervisors are viewed as being knowledgeable about special education policies and procedures as well as instructional pedagogy. In many instances, site supervisors are role models for future teachers. They should possess the following qualifications.

- Administrative and/or special education teaching certification.
- Current knowledge of special education theories, practices, and subject matter.
- Strong interpersonal communication skills.
- Enthusiasm about special education and working with interns.
- Tenure in the district is desirable.
- A minimum of three years of successful teaching experience.

Site supervisors work closely with interns to ensure that growth in assessment, instruction, classroom management, observation, collaboration, and analysis occurs during the semester. Site supervisors should be willing to collaborate with the assigned university supervisor in order to critique the needs and performance of the intern and to provide needed support.

It is critical that interns not attempt to locate and identify their own site supervisors, as the university must follow specific procedures. These procedures involve:

- Accepting nominations from the school district office, typically the director of special education.
- Interviewing the site administrator concerning the nominee's skills.
- Interviewing the nominee.
- Review of nominee applications (see appendix).

Supervising Teacher Qualifications and Characteristics
Supervising Teachers are the teachers of record in special education classrooms; however, in some instances, they may also be school administrators. They allow special education Interns (student teachers) to work under their direction for minimally a full semester. Supervising Teachers are viewed as role models for future teachers. They should possess the following qualifications and characteristics:

- Appropriate special education teaching certification or endorsement.
- Current knowledge of special education theories, practices, and subject matter.
- Strong interpersonal communication skills.
- Enthusiasm about special education and working with Interns.
- Tenure in the district is desirable.
- A minimum of two years of successful teaching experience in special education.
- Demonstrated proficiency as an educator in the content area, teaching techniques, and leadership.

- Highly committed to the task of preparing individuals for success as educators, and/or helping individuals find success and gratification in their work as an educator.
- Evidence of success as a cooperating teacher or other mentoring capacity.
- Proven professional commitment to the school and district including recent and significant involvement in student activities, school/district projects, events, committees and the like.
- Willingness to observe and be observed.
- Demonstrated excellence in working with adults.
- Proven commitment to on-going professional development.
- Demonstrated sensitivity to others' points of view.
- Demonstrated willingness to be an active and open listener and collaborator.
- Demonstrated competence in social and public relation skills.

Supervising Teachers work closely with Interns to ensure that growth in assessment, instruction, classroom management, observation, and analysis occurs during the semester. Although the Supervising Teacher is legally responsible for the class taught by the Intern, the Supervising Teacher should be willing to gradually relinquish the classroom control so that the Intern can assume much of the responsibility for the classroom. Supervising Teachers should also be willing to collaborate with the assigned University Supervisor in order to critique the performance of the Intern and to provide needed support.

It is critical that interns not attempt to locate and identify their own Supervising Teachers or Site Supervisors, as the university must follow specific procedures. These procedures involve:

- Accepting nominations from the school district office, typically the director of special education.
- Interviewing the site administrator concerning the nominee's skills.
- Interviewing the nominee.
- Review of nominee applications (see appendix).
- University determination

Qualifications of Interns
Interns are graduate-level candidates who have successfully completed the bulk of coursework towards earning special education certification: they are at the end of their special education university certificate programs. Some Interns may possess general education teaching certificates, while others do not. Aside from completing special education coursework, all candidates will have already completed at least 200 hours of observation/participation fieldwork in a variety of special education settings. They will also have subject matter competence by having passed PRAXIS I and PRAXIS II exams. Beginning September 1, 2018, graduates from the UAF Special Education program seeking teacher certification or endorsement need to pass the Special Education: Core Knowledge and Applications Praxis II (#5354).
All Interns will have successfully completed a background check, which includes

fingerprint clearance. For Interns who are placed in the Fairbanks North Star Borough School District, such Interns will have attended the district's Substitute Teacher Orientation and will be qualified by the district to substitute in your absence (at your discretion).

*Special Education teachers on waivers have been hired by the school district as a teacher of record.

(The Praxis exams are a series of exams developed for teacher licensure. Praxis I is a basic skills test and is required for admission to the Special Education Program. The Alaska Department of Education and Early Development requires candidates to pass Praxis II in an academic contact area. If candidates intend to work in elementary grades or with students having intensive needs (moderate/severe disabilities) they should pass the Elementary Content Knowledge Exam. If candidates wish to work at middle or high school they should pass the appropriate exam in middle or high school English Language Arts or Math. Note, however, that Praxis requirements may vary by school district. Passing Praxis II is a requirement before doing clinical practice/student teaching at UAF. Consult your advisor and review the following for further information: https://www.ets.org/praxis)

Suggestions for Site Supervisors and Supervising Teachers When Working with Interns

As a detailed resource you will be given a copy of:

Henry, M. A. & Weber, A. (2010). Supervising student teachers: The professional way (7th Ed.). Lanham, MD: Rowman & Littlefield Education.

This book reviews aspects of supervising student teachers/interns. Additionally, the university supervisor will contact you directly to review with you the roles, responsibilities, policies, and procedures related to supervising interns. The following is a brief summary of suggested practices when having a student teacher/intern.

Before (Site supervisor for teachers on waivers)

- Plan with the intern a calendar of regular collaborations. These could be face-to-face meetings, telephone calls, or Skyped meetings.
- Review the evaluation forms with the intern and what you would like to see and or discuss.
- Since paperwork is a considerable responsibility in the field of special education, discuss and review the district's required paperwork, which might include IEP forms/software and attendance forms, to name a few.
- Review district protocol concern parent communication (e.g., progress reports, parent conferences, etc.).
- Complete the *School of Education Mentor Information form* and return it to the university supervisor.

Before (Supervising Teacher)

- Prepare your students and paraprofessional(s) for the Intern's arrival and introduce

your Intern to the class.

- Plan on providing your Intern with opportunities for attending IEP meetings. Administrative and parent approval, however, are needed.
- Plan on having your Intern participate in parent-teacher conferences. May need administrative approval depending upon school district policy. Also, be sure to get parent permission.
- Complete the *School of Education Mentor Information form* and return it to the university supervisor.

In the Beginning

- Make your expectations clear from the beginning - unclear expectations lead to frustration on the part of the cooperating teacher and the Intern.
- Discuss the daily routines and schedules.
- Introduce the Intern to the school - make him/her feel welcome at the school site.
- Provide a workspace (could be shared) for the Intern to keep materials and personal belongings.
- Inform the Intern of school and district policies.
- Discuss guidelines for discipline, grading, classroom organization, paraeducators, etc.
- Provide access or help locate copies of the teachers' edition for each subject area the Intern will teach.
- Share your faculty handbook with the Intern.
- Discuss emergency plans for earthquake and fire drills as well as the locations of emergency information (e.g., folder) and supplies.
- Inform the Intern where to get supplies and materials needed for his/her teaching experience - also inform him or her if there is a school or district resource center available for use.
- Assist your Intern in establishing classroom control and review classroom management techniques.

Ongoing

- Discuss in confidence the pupils in your class prior to the Intern assuming any classroom responsibility. Also, discuss the need for confidentiality.
- Discuss guidelines for discipline, grading, classroom organization, paraeducators, etc.
- Encourage your Intern to apply methods learned in university classes as well as methods modeled by you.
- Mentor your Intern: on-going conversations about all aspects of teaching can be productive and beneficial.
- Provide formal periodic written feedback of your observations during the quarter (on the observation rubric).
- Be willing to give formal and informal constructive suggestions to the Intern.
- Assist your Intern in establishing classroom control.
- Set aside a time to discuss the daily events in the classroom.
- Provide opportunities for your Intern to assist you in developing IEPs, particularly in

identifying present levels of performance, goals and objectives, and accommodations/modifications. Additionally, have them assist you in organizing the meetings and in disseminating IEP paperwork (e.g., permission to assess, IEP invitation, etc.).

- Complete a minimum of two summative evaluations: a mid-term and final evaluation (on the evaluation rubric).

Post

- If requested, consider writing a letter of recommendation for the Intern at the end of their tenure in your class.

Paraprofessionals in Classrooms with Interns
Prepare paraprofessionals before the arrival of the Intern. Identify the Intern's role and responsibilities with paraprofessionals. Also, outline the working relationship that is to develop between the Intern and paraprofessionals. Sometimes it is difficult for paraprofessionals to watch Interns make mistakes. Although paraprofessionals know the classroom and wish to be helpful, they must let the Intern exert control so he or she can learn from their experiences.

If the Intern is to provide work for the paraprofessional(s) working with students, please guide the Intern in preparing the work. You may need to serve as the liaison between the Intern and the paraprofessional(s).
Site Supervisor: Apprise Intern of district policies and expectations for the role of paraprofessionals.

Discipline in the Classroom
Site Supervisor: Discuss any school-wide behavior plans that may exist. Also, review with the Intern general classroom management strategies. If there are student's who have challenging behavior or who have Behavior Intervention Plans (BIP), review strategies for working with such students, including the crisis plan.

Supervising Teachers: The Interns have been asked to learn your discipline program and continue with it to assure continuity in the classroom. They may ask you if they can try a different type of discipline/intervention/procedure. Approval, however, is at your discretion.

Lesson Planning
The Interns are to have lesson plans (i.e., weekly lesson plan book) prepared in advance. In lieu of the university's form, we will also accept an approved district weekly lesson plan form or lesson plan software program form. They are to turn the lesson plans into you on a certain day (e.g. all lessons plans are due on Fridays). Please discuss the lesson plans and make suggestions (if necessary) on ways to improve them. Interns are told

lesson plans should be of such detail that a substitute teacher would know what to do. We also ask that you initial the plans to indicate your approval. If you feel they are incomplete, ask the Intern to rewrite or edit them.

Please notify the University Supervisor when the Intern has not completed his/her lesson plans. Continual failure to turn in lesson plans could result in the Intern being pulled from their assignment.

Please do the following:

- Pre-approve Xerox material, websites, apps, and other materials (e.g., books, magazines, DVDs, etc.) used as part of a lesson, especially if the Intern is bringing such material in from the "outside".
- Determine if it is necessary for you to assist the Intern in the lesson (e.g. introduction, student supervision, teaming, etc.).
- Provide constructive suggestions for lessons, management, and materials - this will help the Intern to grow in his or her knowledge and skills.

Formally critique several lessons taught during the semester using the Special Education Classroom Observation Form (see appendix). When conducting formal observations the Site Supervisor/Supervising Teacher may ask the Intern to complete the separate Lesson Plan Form (see appendix), which prompts the Intern to identify key lesson components in writing. We encourage the Supervising Teacher to conduct a minimum of four (4) formal observations within the semester (15 weeks). The observations are extremely important especially if the Intern is experiencing difficulty. Thorough documentation can be critical.

Co-Teaching (Supervising Teacher)
The Special Education Program at the University of Alaska Fairbanks recognizes the value of co-teaching as a delivery model, especially during the early stages of an Internship. We encourage the use of co-teaching experiences when possible and appropriate. Such experiences frequently allow for co-planning and co-analysis of lessons and student work. Here are co-teaching examples based on Dettmer, Thurston, Knackendoffel & Dyck (2009):

- Teach and Monitor: One teacher takes primary responsibility for presenting the lesson while the other teacher monitors student performance.

- Supplemental Teaching: One teacher takes responsibility for the large group while the other works with a small group.

- Parallel Teaching: Both teachers plan a lesson, but they split the class to deliver the lesson to a smaller group and adapt accordingly.

- Station Teaching: Teachers co-plan instructional activities to be presented in "stations" or learning centers. Each station presents a different aspect of the lesson.

- Team Teaching: Sometimes used as a synonym for co-teaching. Two teachers form a team and are responsible for all the children in a classroom. Both share equally in the instructional roles.

Note: A co-teaching model of student teaching/clinical practice is increasingly becoming more popular in these times of high-stakes testing and where teacher evaluations are being based on such test results. The Special Education Program at the University of Alaska Fairbanks is amenable to using a co-teaching model when identified at the beginning of the clinical practice/student teaching experience.

Full-Time Teaching Responsibility (Supervising Teacher)
How do I know when the intern is to assume full-time teaching responsibilities when using a traditional student teaching/clinical practice model?

We suggest the following phase-in schedule for Interns when using a traditional model, whereby the Intern assumes the majority of responsibilities in the class. This can be modified to meet your individual needs. For example, you may have to adjust the schedule for certain semesters due holidays.

The suggested sequence of phasing-in your Intern is as follows:

Week 1   Observation and minimal participation; learning about the school policies and rules; getting acquainted with students and other staff and faculty, facilities, etc.

Week 2-3   Involve the Intern in small group instruction or co-teaching activities. Gradually increase their teaching responsibilities.

Week 4-6   You should have a greater sense of the Intern's strengths, weaknesses, needs, and capabilities. Continue to gradually shift instruction and planning responsibilities to the Intern.

Week 7-13   This is the midterm portion of the semester. The Intern should begin to assume full-time teaching responsibilities (or as much as you are comfortable with disseminating). At this point you should complete a Midterm Evaluation (see evaluation rubric).

Week 14-15   Gradually phase-out the Intern's full-time teaching responsibilities, so the upcoming departure of the Intern does not create anxiety with students or with your classroom schedule.

What Does the University Require of Each Intern?
- All Interns are required to keep a confidential reflective journal of the happenings in the classroom as well as reflections on their own teaching. The University Supervisor

will review journal entries.
- Interns need to attend periodic seminar classes, however, these will always occur during after-school hours. If seminars conflict with after-school events such as parent conferences or performances, the intern should alert the university supervisor.

The above requirements are the Intern's responsibilities. Supervising Teachers/Site Supervisor may, if they wish, give content advice but are discouraged from assuming roles in the completion of these projects.

Dress Code
Interns must dress professionally. We realize many schools have a relaxed dress code. However, some Interns have a tendency to be too relaxed in their dress. We have discussed with Interns the fact that their dress can affect the way students respond to them during the classroom day.

Interns must not wear anything very low, very short, or revealing. If you feel the dress of your Intern is inappropriate, please let the University Supervisor know immediately.

Absences, Late Arrivals, Early Departures
Interns are expected to conduct themselves professionally during their Intern experiences. This includes being in attendance daily and on time. The University Supervisor should be notified immediately if the Intern is habitually late, departs early or is frequently absent.

Cell Phones
Cell phones are not to be used personally during the instructional day. If the Intern abuses this procedure, please notify the University Supervisor immediately.

What Happens if My Intern is Not Able to Handle the Classroom?
We realize a very small number of Interns may experience difficulty with their assignments. If you suspect an Intern is experiencing difficulty (e.g. behavior management issues, interpersonal problems with staff, excessive absences, failing to complete assigned duties, etc.), please discuss the problem with the Intern and the University Supervisor immediately. At that time, the University Supervisor will begin to make additional visits to the classroom and to collaborate with the Intern on areas of concern. You are encouraged to document problems (dates, times, incident, etc.) that you are seeing in the classroom. If satisfactory improvement is not seen immediately, a joint meeting will take place a *Needs to Improve Notice* will be developed for the Intern. This form gives the Intern specific suggestions that must be completed within a specific timeframe. Additionally, should the Intern receive any poor ratings on the midterm evaluation, a *Needs to Improve Notice* will automatically be developed. Continued poor performance will result in the Intern being pulled from the setting and/or receiving an unacceptable grade for the clinical practice.

The worst-case scenario that can occur is when problems are allowed to fester. It is best to openly identify problems with the Intern and University Supervisor so that problems can be worked on and so that added support can be provided. There should be no surprises on the final evaluation. Interns will not be recommended for certification if they have any *developing or emerging* ratings on the Final Evaluation Form.

If at any time, you or your administrator feels the class is in jeopardy and learning is suffering, a request can be made to have the Intern removed from the classroom. Be sure to immediately notify the University Supervisor if this is needed or is being considered.

Should the intern (teacher on waiver) be considered for possible termination, please alert the university supervisor without breeching district confidentiality policies.

Forms and Directions for Use (additional forms in Appendix)

School of Education Mentor Information form
Please complete this form electronically and return to the University Supervisor at the beginning of the semester.

Lesson Plan Form
The Intern must complete this form when the university supervisor makes a planned observation. The Supervising Teacher can also request that the form is completed when they conducted formal observations. The form prompts Interns to identify critical components of lessons.

Collaboration Action Plan
This form is optional. It is intended to document communication between the Intern and the Supervising Teacher. The form can be regularly used after the Supervising Teacher conducts a formal lesson observation or when discussing other issues that arise. The form allows the participants to identify positive occurrences as well as areas needing improvement. The form prompts participants to identify specific steps towards improving skills.

University Supervisor Evaluation
(*optional*) You are encouraged to give feedback regarding the University Supervisor's performance. Ultimately, you are being asked to identify the levels of support provided to you and to the Intern by the University Supervisor. Please mail a copy of the completed form to Jane Monahan, School of Education, P.O. Box 756480, Fairbanks, AK 99775-6480.

Special Education Classroom Observation Rubric
The University Supervisor will use this form to give the Intern feedback regarding observations. The form allows the observer to rate the candidate (based upon CEC & CAEP teaching standards) and to provide written comments. The Supervising Teacher is encouraged to use this form when formally observing the Intern. Note that not all components or variables listed on this form may be relevant for every observation

Special Education Clinical Practice Evaluation Form
This form is to be used by the Supervising Teacher during the 7th and 15th weeks of the semester. The University Supervisor will remind the Supervising Teacher of the due dates. Comments are especially important for the Intern. The Supervising Teacher is strongly encouraged to review the results and rationale for the evaluation with the Intern. Make 3 copies: one for the Intern, another for the University Supervisor, and a copy for your personal records.

Classroom Management Feedback Form
This form is to be used in conjunction with the *Special Education Classroom Observation Rubric* and *Evaluation form.* The items on this form target specific aspects of behavior and classroom management.
*Interns teaching on waiver: As previously mentioned, formal observations can be done using a district observation form. However, if the observations are part of the district's typical teacher observation process, it would be best to get intern approval to share the completed form(s) with the university supervisor, as there may be confidentiality issues.

PCF – Professional Characteristics Form
The PCF is a confidential assessment that is designed to evaluate the characteristics and dispositions of pre-service teachers in relation to those characteristics and dispositions found in effective practicing teachers. At key points during the teacher preparation programs, we ask instructors, cooperating teachers, mentor teachers and university supervisors to provide feedback on the demonstrated characteristics and dispositions of the pre-service teachers, both before and during the internship.

STOT – Student Teacher Observation Form
The STOT is an assessment designed to provide meaningful, clear feedback to interns about their teaching skills, demonstrated content area understanding, and professionalism. Mentor teachers and university supervisors will observe an intern multiple times over the course of the Internship to complete the STOT. It will be completed more than one time with the final STOT being a summative evaluation based on observations and conferences with the candidate.

The PCF and STOT rubrics include four levels of achievement: Exceeding, Meeting, Emerging and **Underdeveloped.**
For any rating of *Performance **Underdeveloped or Emerging***, comments will be provided to help the intern improve their practice. A more formal Plan of Improvement (POI) may be developed if an intern repeatedly does not meet expectations. If an intern completes the Plan of Improvement, a rating of *Expectations Met with Revisions* will be noted. Failure to meet the requirements of multiple Plans of Improvement can be grounds for dismissal from the program.

ATCAT – Alaska Teacher Culminating Assessment Task The ATCAT is
intended to assess beginning teacher knowledge of planning, teaching, assessment and

reflection near the end of the internship. Each intern includes the following: plans for a 2-5 day lesson set, video of instruction, reflections after teaching, student work samples, and assessment data. A team of faculty and university supervisors scores the ATCAT.

The ATCAT Rubric includes four levels of achievement: Expectations **Exceeded,** Expectations **Met,** Expectations **Met with Revisions**, and Performance **Underdeveloped.**	
For any rating of *Performance Underdeveloped*, comments will be provided to help the intern improve their practice. A more formal Plan of Improvement (POI) may be developed if an intern repeatedly does not meet expectations. If an intern completes the Plan of Improvement, a rating of *Expectations Met with Revisions* will be noted. Failure to meet the requirements of multiple Plans of Improvement can be grounds for dismissal from the program.	The *Expectations Met with Revisions* level will explicitly document when a candidate needed to revise a submission to meet expectations. Instructors will be able to use this data to note expectations that give multiple students challenge to consider changes in instruction.

Ratings
The rating of *exceeds expectations*, *meets expectations*, *developing* and *emerging* are scales used by the Council for the Accreditation of Educator Preparation. A rating of *exceeds expectations* indicates that a candidate excelled or performed at an outstanding level. *Meets expectations* indicate that the candidate performed at an average or above average level of competence. *Developing* indicated that the candidate possessed some of the characteristics of a beginning teacher, but needs improvement. *Emerging* indicates that the candidate performed at a much level lower than that of a competent beginning teacher and/or graduate level candidate.

Resources

Dettmer, P., Thurston, L. P. Knackendoffel, A., & Dyck, N. J. (2008). *Collaboration, consultation, and teamwork for students with special needs.* Boston, MA: Allyn & Bacon

Henry, M. & Weber, A. (2010). *Supervising student teachers: The professional way.* Lanham, MA: Rowman & Littlefield Publishers.

APPENDICES

*These are forms the onsite Supervisor or Mentor teacher will (or may) complete.

University of Alaska, Fairbanks

School of Education

We Teach, We Learn, We Inspire!

Mission

The UAF School of Education is dedicated to culturally responsive, place-based teaching, counseling, research and service for Alaska's diverse communities.

Vision

The vision of schooling in Alaska shared by the faculty of the UAF School of Education is of schools that function as an integral part of the community; schools in which children, teachers, school administrators, school counselors, parents, elders, and other community members become interdependent. We share the vision that a highly qualified educator is one who not only has a deep understanding of academic and pedagogical knowledge, but also has a deep understanding of the cultural, environmental, and emotional context of the children for whom they share responsibility with the family and the community. We envision schools in which the cultural and linguistic backgrounds of the professional school staff reflect the diversity of the students in the community.

Goals

Through our programs and professional development courses, we promote the following goals:

1. Increase the number of qualified educators for Alaska's schools by:
   o Providing licensure programs at undergraduate and graduate levels
   o Providing education programs to place-bound educators in rural Alaska
   o Recruiting Alaska Native candidates
   o Aligning programs with state and national standards and the candidate proficiencies identified in our Conceptual Framework
2. Enhance the professional skills of Alaska's K-12 educators by:
   o Providing professional development opportunities throughout their careers
   o Providing graduate degree programs statewide
   o Developing partnerships with public schools
3. Develop and support ongoing systemic educational collaborations with Alaska schools and communities to:
   o Respond to the needs and interests of youth, families, and communities
   o Better serve Alaska's diverse populations
   o Enhance learning opportunities for individuals with exceptionalities
4. Conduct collaborative research on cross-cultural and multicultural education to provide on-going support of:
   o The quality of Alaska's K-12 schools
   o The curriculum of the UAF School of Education
   o The preparation of educators who incorporate into the learning environment the varied cultures and languages of Alaska

The University of Alaska is an affirmative action/equal opportunity employer and educational institution.

The University of Alaska does not discriminate on the basis of race, religion, color, national origin, citizenship, age, sex, physical or mental disability, status as a protected veteran, marital status, changes in marital status, pregnancy, childbirth or related medical conditions, parenthood, sexual orientation, gender identity, political affiliation or belief, genetic information, or other legally protected status. The University's commitment to nondiscrimination, including against sex discrimination, applies to students, employees, and applicants for admission and employment. Contact information, applicable laws, and complaint procedures are included on UA's statement of nondiscrimination available at www.alaska.edu/titleIXcompliance/nondiscrimination

UAF Student Code of Conduct

UAF students are subject to the Student Code of Conduct. In accordance with board of regents policy 09.02.01, UAF will maintain an academic environment in which freedom to teach, conduct research, learn and administer the university is protected. Students will benefit from this environment by accepting responsibility for their role in the academic community. The principles of the student code are designed to encourage communication, foster academic integrity and defend freedoms of inquiry, discussion and expression across the university community.

UAF requires students to conduct themselves honestly and responsibly, and to respect the rights of others. Conduct that unreasonably interferes with the learning environment or violates the rights of others is prohibited. Students and student organizations are responsible for ensuring that they and their guests comply with the code while on property owned or controlled by the university or at activities authorized by the university.

The university may initiate disciplinary action and impose disciplinary sanctions against any student or student organization found responsible for committing, attempting to commit or intentionally assisting in the commission of any of the following prohibited forms of conduct:

1. cheating, plagiarism or other forms of academic dishonesty
2. forgery, falsification, alteration or misuse of documents, funds or property
3. damage or destruction of property
4. theft of property or services
5. harassment
6. endangerment, assault or infliction of physical harm
7. disruptive or obstructive actions
8. misuse of firearms, explosives, weapons, dangerous devices or dangerous chemicals
9. failure to comply with university directives
10. misuse of alcohol or other intoxicants or drugs
11. violation of published university policies, regulations, rules or procedures
12. any other actions that result in unreasonable interference with the learning environment or the rights of others.

This list is not intended to define prohibited conduct in exhaustive terms, but rather offers examples as guidelines for acceptable and unacceptable behavior.

Honesty is a primary responsibility of yours and every other UAF student. The following are common guidelines regarding academic integrity:

1. Students will not collaborate on any quizzes, in-class exams or take-home exams that contribute to their grade in a course unless the course instructor grants permission. Only those materials permitted by the instructor may be used to assist in quizzes and examinations.

2. Students will not represent the work of others as their own. Students will attribute the source of information not original with themselves (direct quotes or paraphrases) in compositions, theses and other reports.

3. No work submitted for one course may be submitted for credit in another course without the explicit approval of both instructors.

Alleged violations of the Code of Conduct will be reviewed in accordance with procedures specified in regents policy, university regulations and UAF rules and procedures. For additional information and details about the Student Code of Conduct, contact the dean of students or visit www.alaska.edu/bor/.

Alaska Department of Education and Early Development Code of Ethics and Teaching Standards

20 AAC 10.020. CODE OF ETHICS AND TEACHING STANDARDS (Revised September 2017)

(a) The following code of code of ethical standards governs an individual holding a teaching, administrative, or special services certificate issued under 4 AAC 12, an individual authorized as a student teacher under 4 AAC 30.020, and all other members of the teaching profession. A violation of this section is grounds for discipline as provided in AS 14.20.030.

(b) **In fulfilling obligations to students, an educator:**
(1) repealed 10/25/2000;
(2)   may not deliberately distort, suppress, or deny access to curricular materials or educational information in order to promote the personal view, interest, or goal of the educator;
(3)   shall make reasonable effort to protect students from conditions harmful to learning or to health and safety;
(4)   may not engage in physical abuse of a student or sexual conduct with a student and shall report to the commission knowledge of such an act by an educator;
(5) may not expose a student to unnecessary embarrassment or disparagement;
(6)   may not harass, discriminate against, or grant a discriminatory advantage to a student on the grounds of race, color, creed, sex, national origin, marital status, political or religious beliefs, physical or mental conditions, family, social, or cultural background, gender identification, or sexual orientation; shall make reasonable effort to assure that a student is protected from harassment or discrimination on these grounds; and may not engage in a course of conduct that would encourage a reasonable student to develop a prejudice on these grounds;
(7)   may not use professional relationships with students for private advantage or gain;
(8)   shall keep in confidence information that has been obtained in the course of providing professional service, unless disclosure serves a compelling professional purpose or is required by law;
(9)   shall accord just and equitable treatment to all students as they exercise their educational rights and responsibilities.

(C) **In fulfilling obligations to the public, an educator:**
(1) repealed 10/25/200;
(2)   shall take reasonable precautions to distinguish between the educator's personal views and those of any educational institution or organization with which the educator is affiliated;
(3)   shall cooperate in the statewide student assessment system established under 4AAC 06.710-4 ACC 06.790 by
    (A)   safeguarding and maintaining the confidentiality of test materials and information; and
    (B)   adhering to all written rules, policies, procedures, and other requirements established by the department regarding the administration and operation of the statewide student assessment system as set out in 4 AAC 06.761 (test administration) and 4 AAC 06.765 (test security; consequences of breach);
(4) repealed 10/25/2000;
(5)   may not use institutional privileges for private gain, to promote political candidates, or for partisan political activities;
(6)   may not accept a gratuity, gift, or favor that might influence or appear to influence professional judgment, and may not offer a gratuity, gift, or favor to obtain special advantage;
(7)   may not knowingly withhold or misrepresent material information in communicating with the school board regarding a matter before the board for its decision; and
(8)   may not use or allow the use of district resources for private purposes not related to the district programs and operation.

(d) **In fulfilling obligations to the profession, an educator**
(1)   may not, on the basis of race, color, creed, sex, age, national origin, marital status, political or religious beliefs, physical condition, family, social or cultural background, gender identification, or sexual orientation, deny

to a colleague a professional benefit, advantage, or participation in any professional organization, and may not discriminate in employment practice, assignment, or personnel evaluation;

(2)   shall accord just and equitable treatment of all members of the teaching profession as set out in AS 14.20.370 in the exercise of their professional rights and responsibilities;

(3)   may not use coercive means or promise special treatment in order to influence professional decisions of colleagues;

(4)   may not sexually harass a fellow employee;

(5)   shall withhold and safeguard information acquired about colleagues in the course of employment, unless disclosure serves a compelling professional purpose;

(6)   shall provide, upon the request of the affected party, who must be a member of the teaching profession as set out in AS 14.20.370, a written statement of specific reasons for recommendations that led to the denial of increments, significant changes in employment, or termination of employment;

(7)   may not deliberately misrepresent the educator's or another's professional qualifications; (8) repealed 10/25/2000;

(9)   may not falsify a document, or make a misrepresentation on a matter related to
    (A)   licensure;
    (B)   employment, including an employment application;
    (C)   employment evaluation;
    (D)   test results; or
    (E)   professional duties;

(10)   may not intentionally make a false or malicious statement about a colleague's professional performance or conduct;

(11)   may not intentionally file a false or malicious complaint with the commission;

(12)   may not seek reprisal against any individual who has filed a complaint, provided testimony or given other assistance in support of a complaint filed with the commission;

(13)   shall cooperate fully and honestly in investigations and hearings of the commission; (14) repealed 10/25/2000;

(15)   may not unlawfully breach a professional employment contract;

(16)   shall conduct professional business through appropriate channels;

(17)   may not assign tasks to unqualified personnel;

(18)   may not continue in or seek professional employment while unfit due to
(A)   use of drugs or alcohol that impairs the educator's competence or the safety of students or colleagues;
(B)   physical or mental disability that impairs the educator's competence or the safety of students or colleagues;

(19)   may not interfere with a colleague's exercise of political or citizenship rights and responsibilities.

(Eff. 1/30/75, Register 53; am 8/1/80, Register 75; am 6/16/84, Register 90; am 8/5/90, Register 115; am 7/21/91, Register 119; am 7/28/94, Register 131; am 4/8/99, Register 150; am 10/25/2000, Register 156; am 9/27/17, Register 223)

Authority: AS 14.20.030   AS 14.20.370   AS 14.20.450   AS 14.20.460   AS 14.20.480

20 AAC 10.035. MORAL TURPITUDE. For the purpose of AS 14.20.030(a)(2),

(1)   "moral turpitude" means conduct that is wrong in itself even if no statute were to prohibit the conduct; and

(2)   a crime involving moral turpitude includes

(A)   homicide;
(B)   manslaughter;
(C)   assault;
(D)   stalking;
(E)   kidnapping;
(F)   sexual assault;
(G)   sexual abuse of minor;
(H)   unlawful exploitation of a minor;
(I)   robbery;
(J)   extortion;
(K)   coercion;
(L)   theft;
(M)   burglary;
(N)   arson;
(O)   criminal mischief;
(P)   forgery;
(Q)   criminal impersonation;
(R)   bribery;
(S)   perjury;
(T)   unsworn falsification;
(U)   interference with official proceedings;
(V)   witness tampering;
(W)   jury tampering;
(X)   terroristic threatening;
(Y)   possession or distribution of child pornography;
(Z)   unlawful distribution or possession for distribution of a controlled substance.
(AA)   unlawfully furnishing alcohol to a minor
(BB)   felony possession of a controlled substance

20AAC 10.900. DEFINITIONS: In this chapter,

(1)   "sexual conduct" includes

(A)   explicit sexual jokes and stories;
(B)   flirtatious or sexually related comments;
(C)   sexual kidding or teasing;
(D)   sexual innuendos or comments with double entendre;
(E)   inappropriate physical touching;
(F)   soliciting, encouraging, participating in, or initiating inappropriate written, verbal, or electronic communication of a sexual nature with a student;
(G)   a physical or romantic relationship with a student, whether consensual or nonconsensual;
(H)   discussion of the educator's sexual feelings or activities; and
(I)   discussion, outside of a professional teaching or counseling context, of a student's sexual feelings or activities; and
(J)   "sexual penetration" and "sexual contact" as those terms are defined in AS 11.81.900(j)

(2)   "physical abuse" is an action beyond reasonable discipline that results in an adverse physical effect upon a student;
(3)   "director" means the person appointed to fill the position of "executive secretary" as described in AS 14.20.470 (a)(7);
(4)   "colleague" includes
        (A)   a certificated educator;
        (B)   an individual who is employed by the school district on a permanent or temporary basis;
(5)   "educator" includes
        (A)   an individual holding a teaching, administrative, or special services certificate issued under 4 AAC 12, or a student teacher authorization issued under 4 AAC 30.020;
        (B)   an instructor in an institution of higher learning.

SPECIAL EDUCATION
CLINICAL PRACTICE APPLICATION

Placement requests are due by October 1 for spring placement; March 1 for summer and fall placement (the semester preceding placement)

Name _____ UAF ID #_____Phone_____

Address _____City/State/Zip _____

Email_____

Semester for which you are requesting to do clinical practice/internship: _____

Which course (s) do you want to enroll in?   _____ EDSE F678 Initial Clinical Practice

**   _____ EDSE F680 Clinical Practice**

If you <u>do not</u> have your own special education classroom, and you have a preference, please respond to the following:

1. **What age group would you prefer to work with?**

2. **What disability group would you prefer to work with?**

3. **In which school district would you prefer to do clinical practice?**

4. **For urban schools (e.g., Fairbanks, Anchorage, Wasilla, etc.), what part of town would you prefer to work?**

5. **Are there any other considerations in finding you a placement?**

<u>DO NOT</u> attempt to find your own clinical practice placement. We must follow district protocols. You will not be able to do the clinical practice/internship unless you have completed the following requirements:

____Alaska approved Basic Competency Exam (see SPED Handbook Appendix or Alaska DEED, https://education.alaska.gov/TeacherCertification/ for accepted tests)
____Alaska approved Subject Matter Competency Exam (see SPED Handbook Appendix or AK DEED, https://education.alaska.gov/TeacherCertification/ for accepted tests
____Valid general education certificate or accepted equivalent (**not** applicable to initial licensure candidates)

_____Hire through Special Education Alternate Certification or Student Teaching
    Authorization along with a new finger print clearance and background check (see page 2)
_____**All** requisite courses completed (see page 2)

Clinical Practice is completed at the end of the certificate program. Initial certification candidates need to complete EDSE F678 Initial Clinical Practice. All candidates (initial certification and endorsement) are required to enroll in EDSE F680 Special Education Clinical Practice. Candidates must successfully complete both courses with a grade no lower than a 'B' in order for the university to recommend them for certification.
Check (✓) the classes below, which you have completed with a minimum grade of a 'B.'

EDSE F610 Assessment of Students with Exceptionalities   _____
EDSE F612 Curriculum, Management, and Strategies I: Low Incidence   _____
EDSE F622 Curriculum, Management, and Strategies II: High Incidence   _____
EDSE F625 Teaching Mathematics to Special Learners   _____
EDSE F632 Special Education Law: Principles and Practices   _____
EDSE F677 English/Language Arts Assessment, Curriculum,
              and Strategies for Special Learners   _____

One of the following:
EDSE F605 Early Childhood Special Education   _____
EDSE F624 Social/Emotional Development, Assessment, and Intervention   _____
EDSE F633 Autism and Other Developmental Disabilities:
              Communication and Social Interventions   _____
EDSE F640 Culturally Responsive Collaboration:
              Working with Parents, Colleagues, and Paraprofessionals   _____
EDSE F642 Autism Spectrum Disorders and Other Developmental
               Disabilities: Social and Behavioral Interventions   _____
EDSE F648 FASD: Diagnosis, Interventions, and Strategies   _____

What approved Multicultural Education/Cross Cultural Education course have you taken?

_____

What approved Alaska Studies course have you taken?
_____

Please Note: Placement requests are due by October 1 for spring placement; March 1 for summer and fall placement (the semester preceding placement). Note: EDSE 680 is not available in the summer. Submit your request to the School of Education, Graduate Program. Also, be aware that unless you have a special education alternative certificate, you will need to complete a Student Teaching Authorization form along with fingerprinting for the State Department of Education. Individual school districts may have additional requirements and timelines. Contact Dr. Joanne Healy (jhealy7@alaska.edu) for this information.

 (For Special Education Department Use Only)

Approved Placement at_____

Cooperating Teacher _____

Denied _____Reason: _____

_____
Field Experience Coordinator's Signature   Date

Clinical Practice/Student Teaching Informed Consent Agreement

CLINICAL PRACTICE/STUDENT TEACHING INFORMED CONSENT AGREEMENT

1. I will complete the Clinical Practice Request form the preceding semester (October 31 for spring placement; March 1 for summer and fall placement) before I intend to do clinical practice (EDSE 678 and EDSE 680). Additionally, if I do not possess an Alaska Special Education Type A certificate and alternative special education certification, I will complete the necessary background check forms (e.g., fingerprinting, student teaching authorization) for clinical practice. Note: This background check is different than the one required for fieldwork.

2. I will abide by the host school district's rules and regulations.

3. I will be on time for clinical practice seminars (EDSE 678 and EDSE 680), clinical practice in the classroom, district professional development activities, parent conferences, IEP meetings other activities.

4. If student teaching in the Fairbanks North Star Borough School District, I understand that I must attend a one-day substitute teacher training and that I may be called upon to substitute teach (with pay). This may not be a requirement for student teaching in other districts.

5. In case of illness or unavoidable absence, I will notify the school and/or supervising teacher as well as the university supervisor before the beginning of the school day.

6. I accept responsibility for completing assignments from university courses and from the host teacher/school by the times specified.

7. I have read and will abide by the State of Alaska, Code of Ethics of the Education Profession (http://education.alaska.gov/teachercertification/20aac10.html) or the codes of conduct and ethics from other states where I may be doing clinical practice.

8. I will conduct myself in a professional manner at all times.

9. I will preserve the confidentiality of all activities and relationships that are part of my clinical practice/student teaching. I understand that I may be required by law to disclose certain information. I may also discuss, in a professional manner, situations or problems that may arise in the schools with my university faculty as part of my teacher education program.

10. I recognize that school districts are not obliged to accept a student teaching candidate or candidates. They allow candidates in their schools as a courtesy and may choose, for unknown reasons, to deny some candidates.

11. I recognize that clinical practice/student teaching is a privilege and that if I violate any district or university policies or if my performance is deemed unsatisfactory, my placement can be revoked.

12. I understand that the university will remove a student teacher/intern if the district deems it in the best interest of students and the school.

13. I understand and accept the fact that there can be physical risks associated in working with some students who have disabilities. Such risks include being scratched, hit, kicked, and bit. Furthermore, in light of these risks I understand the importance of being current on tetanus and hepatitis vaccinations.

Name: _____Date _____

RE: Mentor Information Form

Thank you for serving as a mentor this year. We appreciate your time and work very much.

Our current accreditation work requires that we collect specific information regarding our mentors. Individual mentors will not be identified by name - the characteristics of our mentors will be shared in our accreditation report.

We request each mentor to please complete the following:

- Complete the following form online: http://bit.ly/uaf_mentor_information_form
- Reply to this email with a current resume.

Thank you again for your service as a mentor.

Appendix F: UAF Parent Permission Work Photo

Dear Parent/Guardian,

I am a student teaching intern from the University of Alaska Fairbanks. In my university assignments, I am required to include samples of student work from lessons I have taught in the classroom. Sometimes, I will also be asked to include pictures and/or videos from lessons I have taught.   These assignments allow me to review my teaching experiences and improve my teaching.

I ask for your permission to use samples of your child's work and photographed and/or videoed images of your child in my university assignments.

> **In compliance with FERPA (Family Educational Rights and Privacy Act), a federal law that protects the privacy of student records, the student work samples and images of students will only be used for assignments related to the UAF School of Education teacher licensure program. They will never be shared publicly and identifying information about your student will never be included with the assignment.**

Please complete and sign the form below. Thank you for your assistance. I look forward to working with your child this year.

Thank you!

Sincerely,

- -

Please check:

☐   *I give permission* for the use of my child's work in UAF School of Education teaching licensure assignments with the understanding that my child's name or other identifiable information will not be disclosed.

☐   *I do not give permission* for the use my child's work.

☐   *I give permission* for my child's image to be shared via photographs and/or videos for UAF School of Education teaching licensure assignments with the understanding that my child's name or other identifiable information will not be disclosed.

☐   *I do not give permission* for my child's image to be shared in photographs or videos.

Student's Name _____

School _____

Teacher's Name _____

Signature of Parent/ Guardian _____

Date _____

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Mentors, Supervisors and Interns will utilize the Fieldwork Module of LiveText to finalize feedback with the Professional Characteristics Form (PCF) and other forms, as given.

Please also see the following: http://bit.ly/livetext_screencast_fieldexperience

First-time users of LiveText will receive an email from LiveText with log-in information similar to the one below: From: LiveText Field Experience <support@livetext.com> Subject: Your Field Experience Mentor Account Date: February 23, 2016 at 2:31:36 PM AKST To: jamie.teacher@goodschool.k12.org Dear Jamie Teacher, Thank you for agreeing to be a field experience mentor. You have been added to a list of available mentors and will be notified when a placement is made. During this placement, assessments and other activities will be managed through an online application called LiveText. To log in, go to www.livetext.com, and enter the following username and password: User name: JamTea2067 Password: Thmnid892 Thank you for the contributions you will make to your mentee's professional development. Regards, Field Placement Coordinator	When placements are finalized, an email similar to the following will go out to all mentors, supervisors and interns – *an email will go out at the start of each semester of an internship even if the placement does not change for the second semester:* From: LiveText Field Experience <support@livetext.com> Date: Fri, Apr 8, 2016 at 11:44 AM Subject: Field Placement Details To: jamie.teacher@goodschool.k12.org Dear Jamie, You have been assigned a field placement internship that will be documented and assessed online in LiveText. Below are your placement details: Site: Foster Elementary 5000 Palo Verde Avenue, Foster AK 99999 Start Date: 08-08-2016 End Date: 12-19-2016 Intern: Bob Intern Mentor(s): Jamie Teacher Supervisor(s): Leslie Supervisor To view full details, please log into your account at www.livetext.com. If you cannot remember your username or password, click the "Forgot?" link in the upper right corner of www.livetext.com. Thank you and we look forward to your participation in this field experience.

PCF - UAF SOE Professional Characteristics Form
Completed Online via LiveText

To: Individuals completing the PCF: Professional Characteristics Form

From: The UAF School of Education Departments of Elementary, K-12 Music, Secondary, and Special Education

RE: The Professional Characteristics Form for UAF Education Students

OVERVIEW: This form is designed to evaluate the characteristics and dispositions of pre-service teachers in relation to those characteristics and dispositions found in effective practicing teachers. Based on reviews of national and state standards, a group of teachers and teacher educators developed a list of characteristics that are commonly considered to be important to success in the classroom. At key points during our teacher preparation programs, we ask individuals who work with our pre-service teachers to reflect on the characteristics and dispositions of the pre-service teachers.

Each form is a *confidential* assessment of a student between the assessor (UAF Instructor, UAF Supervisor or Liaison, or Classroom teacher) and the UAF School of Education. Once submitted to the School of Education, the forms are kept in a secure location; only select faculty and staff members have access to the completed forms. No copies of a completed PCF should be distributed, by either the School of Education or by individual assessors, to the student, or any other school faculty or administrators.

If a pattern of low ratings is observed in a student's compiled ratings, the Department Chair and a designated faculty member will meet with the student and develop a Plan of Improvement to address the area(s) of difficulty. When a student meeting is warranted, ratings are aggregated so students will *not* know the scores given by individual assessors. Please be very candid in your assessment. Plans of Improvement are filed in a student's permanent files. If the student does not meet the requirements in the Plan of Improvement a second and final Plan of Improvement is developed by a faculty member, one of the Coordinators of Fieldwork Experiences, the chair of the student's department and the Dean of the School of Education. Failure to meet the requirements of this second Plan of Improvement can be grounds for dismissal from the program. If a student completes the Plan of Improvement, a rating of "Meets with Revision" will be noted.

If you have questions please contact the School of Education or the course instructor.

DIRECTIONS:

The rubric will be completed online at http://www.livetext.com. The PCF form will be available to you after log-in.

The following screencasts are available that provide an overview about how to complete the PCF on LiveText:

- For University Instructors: http://bit.ly/livetext_screencast_instructors
- For Cooperating Teachers, Mentor Teachers and University Supervisors: http://bit.ly/livetext_screencast_fieldexperience

You can view the rubric off-line on the following pages.

Please click on the appropriate rubric criteria for this student. For each characteristic, choose a rating of 1-Unmet, 3-Met, or 4-Exceeds based on the following criteria - UAF School of Education Faculty will give Ratings of 2 as applicable. Please use the "N/O" column if the characteristic was not observed. **For any rating of 1, please add comments to provide guidance in advising the student by clicking the following icon on the LiveText**

rubric: 💬 Edit   **Please share specific behaviors, actions or language that contributed to that rating.**

	Expectations Unmet (1)	Expectations Met with Revisions (2)	Expectations Met (3)	Expectations Exceeded (4)	N/O
Motivated to become an effective practitioner and committed to his/her decision to teach. 💬 Edit	Displays low motivation for becoming an effective teacher. Seems disinterested in learning from others.	See Comments *This column is for UAF use only.*	Shares interest in becoming an effective teacher and commitment to their decision to teach. Interested in learning from others.	Seeks out advice to be successful as a teacher. Seeks out ways to expand repertoire of skills and reach all learners in his/her classroom.	Not Observed
Respectful of and committed to meeting the needs of individuals from diverse backgrounds, recognizing that all individuals can learn, no matter their age, race, ethnicity, culture, gender, class, sexual orientation, religious beliefs, abilities, or exceptionalities. InTASC Standards: 1 Learner Development 2 Learning Differences 💬 Edit	Excludes or avoids particular students or groups of students. Shows little or no interest in the backgrounds and interests of the students. Displays little or no responsibility for student learning.	See Comments *This column is for UAF use only.*	Encourages all students to participate in classroom activities. Looks for opportunities to incorporate and promote the diverse backgrounds and ways of knowing of students in the classroom. Assumes personal responsibility for student learning.	Encourages all students to participate and to value classmate participation. Incorporates and promotes the diverse backgrounds and ways of knowing of students in the classroom. Assumes personal responsibility for student learning.	Not Observed
Works collaboratively with all members of the school community. InTASC Standard: 3 Learning Environments 💬 Edit	Does not acknowledge that classroom issues exist and often ignores suggestions that these are on going. Displays disrespect or disinterest in the perspectives of others. Listens to feedback respectfully, but implementation of suggestions is not apparent.	See Comments *This column is for UAF use only.*	Responds in a positive way to feedback from others and suggestions are put into practice. Demonstrates awareness of classroom issues and open to collaborating to solve problems. Demonstrates equity by respecting all members of the school community including students, families, colleagues and community members.	Seeks out and responds in a positive way to feedback from others and that suggestions are put into practice. Thoughtfully addresses classroom issues and promotes collaboration to solve problems. Promotes equity by respecting all members of the school community including students, families, colleagues and community members.	Not Observed
Demonstrates intellectual curiosity. InTASC Standards: 4 Content Knowledge 5 Application of Content Knowledge	Disinterested in gaining understanding and skill in various content areas. Minimally supportive of student learning. *Note: If criteria are unmet, comments are required to indicate revisions that need to be completed to achieve*	See Comments *This column is for UAF use only.*	Supports student acquisition of college and career ready content and skills Displays interest in learning new ideas and skills in various content areas.	Promotes student acquisition of college and career ready content and skills Recognizes the potential of bias and seeks to mitigate the effects of bias. Explores different content areas and shares content area ideas and skills.	Not Observed

Edit	*an Expectations Met with Revisions rating.*				
Flexible in his/her thinking and creative in his/her ideas. InTASC Standard: 8 Instructional Strategies Edit	Disinterested in exploring unfamiliar teaching strategies. Struggles with adapting to change.	See Comments *This column is for UAF use only.*	Willing to try new strategies to support student learning, including the use of new technologies. Adapts well as situations change ("thinking on their feet"). Willing to collaborate to develop creative resolutions to problems.	Seeks out new strategies to support student learning, including the use of new technologies Adapts well as situations change ("thinking on their feet"). Creatively solves problems and addresses issues of concern with attempts to see multiple points of view.	Not Observed
Professional and ethical in his/her behavior. InTASC Standard: 9 Professional Learning and Ethical Practice Edit	Arrives late or is absent without notice. Appearance does not reflect the expectations for professional dress. Does not take responsibility for his/own actions. Disinterested in learning about the expectations of the profession including codes of ethics, professional standards and relevant law and policy.	See Comments *This column is for UAF use only.*	Arrives on time, ready to participate, or provides sufficient notice if absent. Appearance reflects the expectations for professional dress. Takes responsibility for his/her own actions. Demonstrates basic understanding or interest about the expectations of the profession including codes of ethics, professional standards and relevant law and policy.	Arrives on time, ready to participate, or provides sufficient notice if absent. Appearance reflects the expectations for professional dress. Takes responsibility for his/her own actions. Seeks out new understanding about the expectations of the profession including codes of ethics, professional standards and relevant law and policy.	Not Observed

Collaboration Action Plan

Intern Teacher: _____

Date/Time: _____

Supervising Teacher: _____
District: _____

What's Working:	Focus Area(s):
Intern Teacher's Next Step	Supervising Teacher's Next Stop

Basis for Plan ☐ Lesson Observation(s) ☐ Student Interaction(s)

☐ Communication ☐ Paraprofessional(s)

☐ Problem Solving ☐ Providing Resources

☐ Professional Development Debriefing

☐ Other: _____

Common Lesson Plan Components
Different content area instructors may require different lesson formats. Each lesson plan, regardless of format, should include most of these components.

Intern Name, Date, Grade Level, Subject Area, Title/Focus of Lesson

Objectives or Stated Goals and Understandings
    Guiding Questions:
- What is your reason for teaching this lesson?
- What do you want students to know and be able to do as a result of this lesson?
- What knowledge, skills, and/or understandings do you want your students to acquire as a result of this unit?

College and Career Ready Standards: National, Alaska, and District Academic Standards
    Guiding Questions:
- Which standards are you targeting in this lesson? The number and the description of the standards must be included.

Materials or Resources
    Guiding Questions:
- What books, materials, assessment tools, equipment, worksheets, conditions, etc. do you need in order to successfully complete this lesson or unit? Be sure to include everything that you will need.

Differentiation and Accommodations
Please see the following overview for more information:
http://bit.ly/differentiation_and_accomodations
    Guiding Questions:
- How will you differentiate (i.e., modify or adapt) your lesson to meet the needs of students who learn differently?
- How will you differentiate your lesson to meet the needs of students with special needs?
- What special provisions will you make for students who finish work early?
- What accommodations for English Language Learners will you make if needed?

Estimated Duration
    How much time do you anticipate will be needed to do each part of the lesson?

Procedures (Teaching & Learning Experiences and Opportunities)
    Guiding Questions:
- What are your methods, strategies, plans, learning activities?
- What prerequisite skills will the students need to complete the lesson?
- How will you organize, implement and manage your lesson (i.e., distribution of materials, arrangement of students, set-up and clean up plans)?
- If applicable, what responsibilities will the paraprofessionals and/or volunteers have during the lesson?
- How will the students learn what it is you want them to learn? (e.g., whole group, small group, pairs, activity sheets, journals, logs, independent work, writing, research, inquiry, project-based, discussion, etc.)

- How will you open the lesson? (e.g. launch, grabber gear-up, hook)
- How will you close the lesson? (e.g. checking for understanding, revisions for tomorrow)
- Bulleted procedures must be detailed enough for a mentor to give feedback prior to teaching.

Assessment

Guiding Questions:
- How will you know that students have met the objectives of the lesson and have made progress toward becoming proficient in your targeted standard(s)?
- What types of assessments will you use and why (e.g., formal/informal, constructed response, rubric, short answer, performance, selected response, product, personal communication, observation, peer, self)?
- Will you be doing any type of pre-assessment? Will it be a formal or informal assessment?
- List the types of materials that you will use for your assessments (e.g., teacher-made tests, publisher tests, published rubrics, teacher-student constructed rubrics or scoring guides, checklists, note-taking materials)
- Check carefully to be certain that your assessments directly relate to your identified goal(s)— including your standards.

Self-Reflection (To be completed shortly after the lesson or unit)

Guiding Questions:
- Did your lesson accomplish what you expected? Why or why not?
- What would you do differently next time and why?
- Did the things you learned from your assessment(s) change what you plan to do tomorrow (i.e., will your instruction change as a result of your assessment(s)?)

Handouts/Worksheets

If you are using worksheets with your lesson, please attach them. If you created the worksheet, indicate this in the footer. Please also attach any rubrics/assessments that you use.

Technology Assessment

The School of Education shared assessment to evaluate technology skills is being developed.

Use of different technologies (including robots in one required course (EDSE 625 and one elective EDSE 640) is required in each of the courses in the special education program. Classes in the UAF Special Education program infuse the International Society for Technology in Education (ISTE) standards for teachers into the coursework. See the ISTE standards below.

ISTE STANDARDS
FOR EDUCATORS

Empowered Professional

1. Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
b. Pursue professional interests by creating and actively participating in local and global learning networks.
c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
d. Model and promote management of personal data and digital identity and protect student data privacy.

iste.org/standards

Learning Catalyst

4. Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator

Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:

a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

ISTE.

iste.org/standards

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DETAILED LESSON PLAN FORM
University of Alaska Fairbanks
Special Education

Teacher Name: **Date:**   **Time:**

School: **School District:**

Subject Area:

Alaska Standard (s) (specify):

ISTE Standards:

Digital Citizenship Objective:

College and Career Ready Goals:

Objective(s):

Student Prerequisite Skills:

Paraprofessional Responsibilities:

Materials:

Method(s) of Instruction: ☐Explicit Direct Instruction   ☐Cooperative Learning

                    ☐**D**irect **I**nstruction   ☐Simulation   ☐Role Play

                    ☐Discrete Trial   ☐ Inductive Thinking   ☐Other _____

Adaptions:

Visual	Auditory	Kinesthetic	Technology

Introduction/Anticipatory Set/Motivational Strategy/Building Background:

Specific Procedures (e.g., information/input, modeling, guided practice, independent practice, cooperative activity, etc.):

Questions to Check for Understanding:

Accommodations for English Language Learners:

Lesson Closure:

Identify how the lesson will be evaluated for effectiveness:

Identify how skills taught will be further developed, maintained and generalized.

Number of Students presented to: _____
Length of Presentation: _____

UAF Student's reflective summary and self-evaluation of the lesson:

<u>Mentor Teacher Comments</u>
Teaching planning, implementation, and debriefing summary:

Appropriateness of lesson for students:

Recommendations for future lessons presented by this UAF student:

Mentor Teacher Initials: _____

Classroom Management Feedback Form

Rate the candidate's classroom management skills according to the following scale: 4-Exceeds, 3-Meets, 2-Developing 1- Emerging

Area	4	3	2	1
RULES				
Reinforces established classroom behavior expectations prior to and throughout the lesson				
States and enforces expectations in relation to new behavior expectations as needed throughout the lesson (e.g., when introducing new materials)				
ROUTINES				
Manages time appropriately throughout lesson				
Maintains a high rate of student academic engagement				
Transitions students through various steps without breaks in instruction				
Manages the distribution and use of materials				
Moves students efficiently around classroom and/or outside of classroom (as a group and individually)				
PRAISE				
Offers positive and specific verbal praise to reinforce appropriate behavior				
Offers significantly more positive feedback than negative throughout lesson				
Uses descriptive feedback to when offering praise				
MISBEHAVIOR				
Uses least intrusive methods to redirect minor misbehaviors (proximity eye contact, name drops)				
Addresses disruptive misbehavior in a consistent and respectful manner, which is efficient and effective.				
Intervenes in problematic behavior before it escalates				
Follows individual behavior intervention plan recommendations				
PROFESSIONALISM				
Maintains confidential records				
Interacts with students, staff, volunteers and parents in a positive fashion while maintaining necessary confidentiality.				
Projects a professional image in terms of demeanor and appearance				
Projects energy and enthusiasm, exhibiting confidence.				
Reflects, in writing, about lesson outcomes for the post-conference observation.				

Briefly describe the candidate's effect on student learning:

Comments and Recommendations:

Special Education Clinical Practice Observation

Special Education Assignment Rubric

Course:	EDSE 678:		
	Initial Clinical Practice Observation	**Instructor:**	Dr. Healy
Candidate:		**Semester:**	

Assignment: Candidates will be placed in a special education setting for a minimum of 120 hours during the semester. During that time, a university supervisor will formally observe the candidate at least six times. For those observations the candidate needs to develop a detailed individual lesson plan and provide it to the university supervisor before the observation. Lesson observations typically last from 45 to 60 minutes in length and involve whole group or small group instruction. A post-observation conference between the candidate and the university supervisor will take place. Candidates will be evaluated according to the following characteristics based on the current Council for Exceptional Children (CEC) standards.

CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.1: Instructional Planning and Strategies	**Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning experiences** by: Clearly identifying pertinent IEP goals and objectives in individual lesson plans for observations. Beginning lessons by seeking students' background knowledge. Providing students with clear and comprehensible	**Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning experiences** by: Identifying pertinent IEP goals in individual lesson plans for observations. Typically beginning lesson by seeking students' background knowledge Providing students with comprehensible instruction based on cultural and	Inconsistently identifies individual student IEP goals or seeks students' background information before or during the lesson. Infrequently provides students with feedback; instruction is rarely based on cultural and linguistic needs. Some tasks are outside students' ability levels. Rarely provides a connection to college and career options.	Lesson goals are identified, but not pertinent to students' IEP goals and objectives. Many tasks are outside students' ability levels. Struggles to provide students with clear and comprehensible instruction based on cultural and linguistic needs. Does not seek students' background information at the beginning of the lesson nor provides college and career ready connections to

	instruction based on cultural and linguistic needs. Providing students with motivating tasks within their ability levels and connecting them to college and career options.	linguistic needs. Providing students with tasks within their ability levels and connecting them to college and career options.		the lesson.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.2: Instructional Planning and Strategies	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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.3: Instructional Planning and Strategies	Uses **Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and**	Uses **Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and**	Identifies some **Augmentative and Alternative Communication (AAC)** systems in lesson plans but infrequently encourages students to utilize such	Identifies a few **Augmentative and Alternative Communication (AAC)** systems in lesson plans but fails to provide such systems and fails to encourage students to

			devices during the lesson.	utilize such devices when available.
	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.	Uses some AT devices effectively to support learning and communication.	Uses limited number of AT devices with limited support to learning and communication.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.4: Instructional Planning and Strategies	**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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging

Initial Content Standard 5.5: Instructional Planning and Strategies	**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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.6: Instructional Planning and Strategies	**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	**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	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	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

	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.	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.	detail on its execution. Executes a lesson, which in only partially based on the written plan.	is inconsistent with the method identified. Executes a lesson, which has little in common with the written plan.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.7: Instructional Planning and Strategies	**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	**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	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.	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.

(e.g., pencil-paper tasks, cooperative tasks, performance-based tasks, etc.) to practice or extend newly learned or emerging skills.	tasks, cooperative tasks, performance-based tasks, etc.) to practice or extend newly learned or emerging skills.

Classroom Management Feedback Form - Rate the candidate's classroom management skills according to the following scale:

4-Exceeds, 3-Meets, 2-Developing 1- Emerging

Area	4	3	2	1
RULES				
Reinforces established classroom behavior expectations prior to and throughout the lesson				
States and enforces expectations in relation to new behavior expectations as needed throughout the lesson (e.g., when introducing new materials)				
ROUTINES				
Manages time appropriately throughout lesson				
Maintains a high rate of student academic engagement				
Transitions students through various steps without breaks in instruction				
Manages the distribution and use of materials				
Moves students efficiently around classroom and/or outside of classroom (as a group and individually)				
PRAISE				
Offers positive and specific verbal praise to reinforce appropriate behavior				
Offers significantly more positive feedback than negative throughout lesson				
Uses descriptive feedback to when offering praise				
MISBEHAVIOR				

Uses least intrusive methods to redirect minor misbehaviors (proximity eye contact, name drops)				
Addresses disruptive misbehavior in a consistent and respectful manner, which is efficient and effective.				
Intervenes in problematic behavior before it escalates				
Follows individual behavior intervention plan recommendations				
PROFESSIONALISM				
Maintains confidential records				
Interacts with students, staff, volunteers and parents in a positive fashion while maintaining necessary confidentiality.				
Projects a professional image in terms of demeanor and appearance				
Projects energy and enthusiasm, exhibiting confidence.				
Reflects, in writing, about lesson outcomes for the post-conference observation.				

Briefly describe the candidate's effect on student learning:

Comments and Recommendations:

Special Education Classroom Observation Form
University of Alaska Fairbanks

Intern Name: Date:

School: Type of Class/Program observed:

Grade: # of Students present: # Paraprofessionals present:

Rating Code: **E – Exceeds Expectations, M – Meets Expectations, D – Developing, E – Emerging**

I. Curriculum and Planning Skills	Rating	Comments
A. Maintains detailed lesson plans	EE M D E	
B. Begins lesson promptly/avoids wasting time	EE M D E	
C. Lessons are well organized with clear tasks for students	EE M D E	
D. Materials for lesson are accessible and ready for use	EE M D E	
E. Communicates appropriately with paraprofessionals	EE M D E	
F. Lesson is linked to standards and/or IEP objectives	EE M D E	
G. Lesson is based on a discernable instructional method	EE M D E	
Overall Rating	EE M D E	

II. Assessment and Instructional Skills	Rating	Comments
A. Provides students with rationale for learning	EE M D E	
B. Relates lessons to prior knowledge	EE M D E	
C. Describes expectations and/or proficiencies to students	EE M D E	
D. Presents concepts using a variety of strategies	EE M D E	
E. Uses questioning to check for understanding	EE M D E	
F. Uses multiple modalities of presentation	EE M D E	
G. Demonstrates curriculum adaptations/modifications	EE M D E	
Overall Rating	EE M D E	

III. Classroom Environment and Management	Rating	Comments
A. Establishes and displays daily routines, schedules, & rules	EE M D E	
B. Displays mutual respect in the classroom.	EE M D E	
C. Monitors students behavior	EE M D E	
D. Manages transitions between lessons or activities	EE M D E	
E. Minimizes distractions in the classroom	EE M D E	
F. Promotes and reinforces appropriate social skills	EE M D E	
G. Attempts to engage all students	EE M D E	
Overall Rating	EE M D E	

IV. Professional Responsibilities	Rating	Comments
A. Dresses appropriately	EE M D E	
B. Interacts in a professional manner	EE M D E	
C. Follows school's established procedures and rules	EE M D E	
D. Maintains confidentiality of student information	EE M D E	
E. Maintains professional obligations	EE M D E	
F. Manages equipment and supplies	EE M D E	
Overall Rating	EE M D E	

Weekly Lesson Plans Available for the Weeks of: _____

Overall Performance: ____Exceeds Expectations ____ Meets Expectations _____ Developing ____ Emerging

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University Supervisor Signature   **Date**   **Time**

Initial Clinical Practice Evaluation

Special Education Assignment Rubric

Course:	EDSE 678 Clinical Practice Evaluation		Instructor:	Dr. Healy
Candidate:			**Semester:**	

Assignment: Candidates participate in a 120 hours 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.

CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 1.1: Learner Development and Individual Learning Differences	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.

Fully engaging family members, especially those from diverse backgrounds, in the schooling of their children.

Respectfully and accurately acknowledging cultural, linguistic, and family background differences in discussions with colleagues. | 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.

Engaging family members, especially those from diverse backgrounds, in the schooling of their children.

Acknowledging cultural, linguistic, and family background differences in discussions with colleagues. | 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. Inconsistently embeds some issues of diversity into instruction. Maintains a log of family contacts when directed. | Rarely communicates family members, including those from diverse backgrounds without direction. Engages in conversations about students' backgrounds, but rarely pursues information concerning cultural, linguistic, or family background to include in lessons. |

	Artfully embedding instructional strategies that address cultural, linguistic, and family background differences creating a respectful classroom community. Initiating family contacts and maintaining an accurate detailed log of these contacts.	Embedding instructional strategies that address cultural, linguistic, and family background differences. Maintaining a log a family contacts.		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 1.2: Learner Development and Individual Learning Differences	Evaluates students' **individual differences and development** by: Actively and accurately 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. Consistently and accurately noting students' behaviors and developmental characteristics in a professional manner with colleagues.	Evaluates students' **individual differences and development** by: Participating in the development of IEPs, reporting assessment results, and addressing student strengths and challenges in light of student inclusion in general education classes. Addressing students' behavioral and developmental characteristics with colleagues.	Participates in the development of IEPs with the support of the mentor, reporting assessment results, and addressing student strengths and challenges in light of student inclusion in general education classes. Participates in meetings passively (e.g., waiting for others to ask). Occasionally addresses colleagues about students' behavioral and developmental characteristics.	Participates in the development of a few IEPs, however, assumes a very passive role, not reporting on assessment results, nor accurately addressing student strengths and challenges in light of student inclusion in general education classes. Rarely directly addresses students' behaviors or developmental characteristics with colleagues.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging

Initial Content Standard 1.2: Learner Development and Individual Learning Differences	Consistently **responds to the needs of individuals with exceptionalities** by: Deftly differentiating instruction for diverse individuals and groups of students in lesson plans and execution of lessons. Being flexible in lesson construction and interaction with students for the purposes of supporting students and dealing with unexpected changes.	**Responds to the needs of individuals with exceptionalities** by: Differentiating instruction for diverse individuals and groups of students in lesson plans and execution of lessons. Often being flexible in lesson construction and interaction with students for the purposes of supporting students and dealing with unexpected changes.	Inconsistently attempts to differentiate instruction for diverse students and student groups. Practices being flexible with instructional implementation; however, struggles with unexpected changes.	Rarely differentiates instruction for diverse students and student groups. Prepares to be flexible with instructional implementation; however, consistently struggles with any unexpected changes.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 2.1: Learning Environments	**Creates safe, inclusive, culturally responsive learning environments** that aids in engaging students **in meaningful learning activities and social interactions by:** Designing and posting attractive and culturally relevant bulletin boards that include student work samples. Assisting in the design/lay-out of the classroom, which allows for student movement, access,	**Creates learning environments** that foster safety, cultural understanding, and emotional well-being by frequently: Assisting in the design and posting of attractive and relevant bulletin boards that include student work samples. Assisting in the design/lay-out of the classroom, which allows for student	Designs and posts some bulletin boards as well as attempts to maintain the classroom environment; however, the classroom is not always safe and accessible for all students. Infrequently displays culturally relevant realia and visuals in the classroom. Only occasionally are culturally relevant materials used for instruction.	Designs and posts a bulletin board. Classroom is not always safe and accessible for students. Rarely displays culturally relevant realia, visuals, and instructional materials. Does not accurately maintain log of general education teacher contacts.

			A log of general education contacts is maintained sporadically.	
	Maintaining a neat and orderly classroom that allows for safe student movement and accessibility to materials. Effectively utilizing instructional materials that include representation of multiple cultures. Displaying and using culturally relevant realia and visuals. Maintaining a log of general educator collaborations.	movement, access, and independence. Assisting in maintaining a neat and orderly classroom that allows for safe student movement and accessibility to materials. Utilizing instructional materials that include representation of multiple cultures. Often displaying and using culturally relevant realia and visuals. Maintaining a log of general educator collaborations.		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 2.2: Motivational and Instructional Interventions	Designs **motivational and instructional interventions** by: Consistently designing and implementing lessons resulting in student learning. Using anticipatory sets at the beginning of lessons that engage students. Using lesson materials that draws student interest and attention.	Designs **motivational and instructional interventions** by: Designing and implementing lessons resulting in student learning. Typically incorporating anticipatory sets at the beginning of lessons that engage students. Frequently using lesson materials that draws student interest and attention.	Prepares and implements lessons. Inconsistently in begins lessons with an anticipatory set. 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	Prepares and implements lessons with mentor support. Rarely begins lessons with an anticipatory set. Chooses materials based on convenience not student interest. Does not use extrinsic rewards. Seldom modifies lessons based on student behavior, attention, or learning. Instruction does not contain basic elements of an identified method (e.g.,

			Instruction) when teaching. Occasionaly encourages student choice and communication. Points out how to generalize or transfer skills learned when directed.	cooperative learning, explicit direct instruction, Direct Instruction, etc.). Rarely encourages student choice or communication. Does not ask students to generalize or transfer skills unless required by supervisor.
	Effectively using appropriate extrinsic rewards when needed.

Accurately modifying planned lessons as needed for the purposes of student attention, learning, and behavior.

Consistently using a variety of methods and instructional strategies to enhance student motivation and learning.

Consistently encouraging students to make choices

Consistently encouraging students to communicate opinions, feelings, wants, and insights

Consistently implementing strategies for generalization and/or transfer of skills | Using appropriate extrinsic rewards when needed.

Modifying planned lessons as needed for the purposes of student attention, learning, and behavior.

Using a variety of methods and instructional strategies to enhance student motivation and learning.

Encouraging students to make choices.

Encouraging students to communicate opinions, feelings, wants, and insights.

Implementing strategies for generalization and/or transfer of skills. | | |
| **CEC Standard** | 4-Exceeding Expectations | 3-Meeting Expectations | 2 - Developing | 1- Emerging |
| Initial Content Standard 2.3: Crisis Intervention | **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. | I**ntervenes 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. | 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. | 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 |

			Passively participates in the development of formal behavioral plans (e.g. FBA, BIP, manifestation determination plans).	contributions. Makes no contributions in the development of formal behavioral plans (e.g. FBA, BIP, manifestation determination plans).
	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).	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).		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.1: Instructional Planning and Strategies	**Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning experiences** by: Clearly identifying pertinent IEP goals and objectives in individual lesson plans for observations. Beginning lessons by seeking students' background knowledge. Providing students with clear and comprehensible instruction based on cultural and linguistic needs.	**Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning experiences** by: Identifying pertinent IEP goals in individual lesson plans for observations. Typically beginning lesson by seeking students' background knowledge Providing students with comprehensible instruction based on cultural and linguistic needs. Providing students with	Inconsistently identifies individual student IEP goals or seeks students' background information before or during the lesson. Infrequently provides students with feedback; instruction is rarely based on cultural and linguistic needs. Some tasks are outside students' ability levels. Rarely provides a connection to college and career options.	Lesson goals are identified, but not pertinent to students' IEP goals and objectives. Many tasks are outside students' ability levels. Struggles to provide students with clear and comprehensible instruction based on cultural and linguistic needs. Does not seek students' background information at the beginning of the lesson nor provides college and career ready connections to the lesson.

	Providing students with motivating tasks within their ability levels and connecting them to college and career options.	tasks within their ability levels and connecting them to college and career options.		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.2: Instructional Planning and Strategies	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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.3: Instructional Planning and Strategies	Uses **Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning** by: Providing AAC systems and AT to students. Effectively encouraging	Uses **Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning** by: Providing some AAC systems and AT for students	Identifies some **Augmentative and Alternative Communication (AAC)** systems in lesson plans but infrequently encourages students to utilize such devices during the lesson. Uses some AT devices effectively to support learning and	Identifies a few **Augmentative and Alternative Communication (AAC)** systems in lesson plans but fails to provide such systems and fails to encourage students to utilize such devices when available. Uses limited number of AT devices with limited support to learning and

	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.	to use Encouraging students to use AAC systems and AT throughout the lesson. Identifying AAC systems and AT within lesson plans.	communication.	communication.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.4: Instructional Planning and Strategies	**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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.5: Instructional Planning and Strategies	**Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and**	**Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and**	Develops weekly lesson plans that are brief and lack detail and logical flow of activities over time. A substitute would have difficulty understanding	Inconsistently develops weekly lesson plans. Written plans are brief, lack detail, and do not demonstrate scope and sequencing of activities over

	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.	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.	exactly what to do.	time. Lesson plans would be of no use to a substitute.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.6: Instructional Planning and Strategies	**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	**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	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.	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.

	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.	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.		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.7: Instructional Planning and Strategies	**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 or extend newly learned or emerging skills.	**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 or extend newly learned or emerging skills.	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.	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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging

7.1 Theory and elements of effective collaboration	**Provides guidance and direction to paraeducators and others such as classroom volunteers and tutors** by: Consistently communicating in-writing and/or in-person with support staff and volunteers. Developing a positive rapport by using a positive attitude and body language. Providing explicit and substantive directions, suggestions and recommendations concerning students, strategies, and services. Consistently acknowledging and communicating appreciation for efforts.	**Provides guidance and direction to paraeducators and others such as classroom volunteers and tutors** by: Regularly communicating in-writing and/or in-person with support staff and volunteers. Developing a positive rapport by using a positive attitude. Providing directions, suggestions and recommendations concerning students, strategies, and services. Acknowledging and communicating appreciation for efforts.	Occasionally communicates in writing and/or in-person with support staff and volunteers. Struggles to develop a positive rapport with support staff and volunteers. Sometimes uses positive attitudes, along with a positive body language. Provides brief and sometimes incomplete directions. At times will acknowledge the efforts of support staff and volunteers.	Struggles to develop positive working relationships with support staff and volunteers. Rarely communicates in writing and/or in-person. Struggles to develop a positive rapport using positive attitudes, along with positive body language when interacting with support staff and volunteers unless directed to by supervisor. Provides incomplete and confusing directions. Rarely acknowledges the efforts of support staff and volunteers.
Reflective Practitioner	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Self-Evaluation	Demonstrates the ability to self evaluate and accept the evaluations of others by: Graciously accepting constructive criticism. Responding consistently to suggestions. Accurately reflecting, interpreting, and communicating in writing	Demonstrates the ability to self evaluate and accept the evaluations of others by: Accepting constructive criticism. Responding to suggestions. Reflecting, interpreting, and communicating in writing (e.g., journals, self-evaluations) and orally (e.g.,	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.	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)

	(e.g., journals, self-evaluations) and orally (e.g., post-observation meetings) about their effectiveness as a teacher.	post-observation meetings) about their effectiveness as a teacher.		about their effectiveness as a teacher.
Data Management	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Student Records	Assumes the major responsibilities for maintaining student records by: Collecting data on student progress in meeting IEP goals and objectives. Taking attendance. Grading student work. Collecting work samples. Maintaining the teacher/classroom file (hard copy or online).	Maintains student records by: Helping to collect data on student progress in meeting IEP goals and objectives. Frequently taking attendance. Grading student work. Collecting some work samples. Helping in the maintenance the teacher/classroom file (hard copy or online).	Inconsistently 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).	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).

Classroom Management Feedback Form - Rate the candidate's classroom management skills according to the following scale:

4-Exceeds, 3-Meets, 2-Developing 1- Emerging

Area	4	3	2	1
RULES				
Reinforces established classroom behavior expectations prior to and throughout the lesson				
States and enforces expectations in relation to new behavior expectations as needed throughout the lesson (e.g., when introducing new materials)				
ROUTINES				

Manages time appropriately throughout lesson				
Maintains a high rate of student academic engagement				
Transitions students through various steps without breaks in instruction				
Manages the distribution and use of materials				
Moves students efficiently around classroom and/or outside of classroom (as a group and individually)				
PRAISE				
Offers positive and specific verbal praise to reinforce appropriate behavior				
Offers significantly more positive feedback than negative throughout lesson				
Uses descriptive feedback to when offering praise				
MISBEHAVIOR				
Uses least intrusive methods to redirect minor misbehaviors (proximity eye contact, name drops)				
Addresses disruptive misbehavior in a consistent and respectful manner, which is efficient and effective.				
Intervenes in problematic behavior before it escalates				
Follows individual behavior intervention plan recommendations				
PROFESSIONALISM				
Maintains confidential records				
Interacts with students, staff, volunteers and parents in a positive fashion while maintaining necessary confidentiality.				
Projects a professional image in terms of demeanor and appearance				
Projects energy and enthusiasm, exhibiting confidence.				
Reflects, in writing, about lesson outcomes for the post-conference observation.				

Briefly describe the candidate's effect on student learning:

Comments and Recommendations:

Signature: _____ **Date:** _____

Supervisory Role: _____

Instructional Strategies/Activities

Special Education Assignment Rubric

Course:	**EDSE 678** Instructional Strategies/Activities		**Instructor:**	Dr. Healy
Candidate:			**Semester:**	
Assignment: Thematic Unit - The purpose of the Instructional Strategies/Activities assignment is to encourage candidates to use resources (i.e., print, electronic, human, etc.) in developing activities that would be appropriate for their fieldwork students. Additionally, it is hoped that in doing so, candidates will increase their teaching repertories. The three instructional strategies/activities need to address one or more of the following areas: 1) Motor Development, 2) Social/Behavioral Skills, 3) Reading, 4) Math and 5) the Visual and/or Performing Arts. The instructor will provide a template for candidates to use to identify the strategies/activities. Grading will be based on thoroughness, appropriateness, and creativity.				

CEC Standard	4-Exceeding Expectations	3-Meets Expectations	2-Developing	1-Emerging
1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	Engages students with multiple strategies and activities that are based upon sound and identifiable pedagogy.	Engages students with strategies and activities that are based upon sound and identifiable pedagogy.	Engages students with some of the strategies and activities, but students are often disinterested in the topic.	Does not engage students with any strategies or activities as they fail to make sense for the content.
CEC Standard	4-Exceeding Expectations	3-Meets Expectations	2-Developing	1-Emerging
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.	Successfully incorporates assessment for the effectiveness of the lessons by using formal and/or informal means of data collection.	Incorporates assessment for the effectiveness of the lesson by using formal and/or informal means.	Incorporates assessment for the effectiveness of parts of the lesson by using informal means.	Does not adequately address assessment for the effectiveness of the lesson. Does not collect any data.
CEC Standard	4-Exceeding Expectations	3-Meets Expectations	2-Developing	1-Emerging
5.4 Beginning special education professionals	Successfully incorporates a variety of strategies for	Incorporates strategies for English Language Learners	Incorporates strategies for English Language	Unsuccessfully incorporates strategies for

use strategies to enhance language development and communication skills of individuals with exceptionalities.	English Language Learners and/or students who use an augmentative or alternative means of communication.	and/or students who use an augmentative or alternative means of communication successfully.	Learners and/or students who use an augmentative or alternative means of communication with mentor support and direction.	English Language Learners and/or students who use an augmentative or alternative means of communication.
CEC Standard	4-Exceeding Expectations	3-Meets Expectations	2-Developing	1-Emerging
5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	Develops multiple detailed strategies and activities reflecting all desired components of the cross discipline Thematic template: applicable population, curriculum activity, goal, procedures, modifications, time considerations, and source.	Develops several strategies and activities reflecting all desired components of the cross discipline Thematic template: applicable population, curriculum activity, goal, procedures, modifications, time considerations, and source.	Develops activities reflecting some of the desired components: applicable population, curriculum activity, goal, procedures, modifications, time considerations, and source. Needs direction from mentor.	Develops strategies and activities lacking sufficient details such as: goal, procedural steps, modifications, and relation to curriculum area(s). Does not request direction or help from the mentor.
CEC Standard	4-Exceeding Expectations	3-Meets Expectations	2-Developing	1-Emerging
7.2 Beginning special education professionals serve as a collaborative resource to colleagues.	Identifies multiple ways and methods to utilize paraprofessionals in the instructional process.	Identifies methods to utilize paraprofessionals in the instructional process.	Identifies methods to utilize paraprofessionals in the instructional process with support from mentor.	Fails to identify meaningful methods to utilize paraprofessionals in the instructional process. Does not ask for support.

Comments:

Initial Clinical Practice Self-Evaluation

Special Education Assignment Rubric

Course:	EDSE 678 Clinical Practice Evaluation		Instructor:	Dr. Healy
Candidate:			**Semester:**	

Assignment: Candidates participate in a 120 hours 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.

CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 1.1: Learner Development and Individual Learning Differences	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. Fully engaging family members, especially those from diverse backgrounds, in the schooling of their children. Respectfully and accurately acknowledging cultural, linguistic, and family background differences in discussions with colleagues.	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. Engaging family members, especially those from diverse backgrounds, in the schooling of their children. Acknowledging cultural, linguistic, and family background differences in discussions with colleagues.	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. Inconsistently embeds some issues of diversity into instruction. Maintains a log of family contacts when directed.	Rarely communicates family members, including those from diverse backgrounds without direction. Engages in conversations about students' backgrounds, but rarely pursues information concerning cultural, linguistic, or family background to include in lessons.

	Artfully embedding instructional strategies that address cultural, linguistic, and family background differences creating a respectful classroom community. Initiating family contacts and maintaining an accurate detailed log of these contacts.	Embedding instructional strategies that address cultural, linguistic, and family background differences. Maintaining a log a family contacts.		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 1.2: Learner Development and Individual Learning Differences	Evaluates students' **individual differences and development** by: Actively and accurately 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. Consistently and accurately noting students' behaviors and developmental characteristics in a professional manner with colleagues.	Evaluates students' **individual differences and development** by: Participating in the development of IEPs, reporting assessment results, and addressing student strengths and challenges in light of student inclusion in general education classes. Addressing students' behavioral and developmental characteristics with colleagues.	Participates in the development of IEPs with the support of the mentor, reporting assessment results, and addressing student strengths and challenges in light of student inclusion in general education classes. Participates in meetings passively (e.g., waiting for others to ask). Occasionally addresses colleagues about students' behavioral and developmental characteristics.	Participates in the development of a few IEPs, however, assumes a very passive role, not reporting on assessment results, nor accurately addressing student strengths and challenges in light of student inclusion in general education classes. Rarely directly addresses students' behaviors or developmental characteristics with colleagues.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging

Initial Content Standard 1.2: Learner Development and Individual Learning Differences	Consistently **responds to the needs of individuals with exceptionalities** by: Deftly differentiating instruction for diverse individuals and groups of students in lesson plans and execution of lessons. Being flexible in lesson construction and interaction with students for the purposes of supporting students and dealing with unexpected changes.	**Responds to the needs of individuals with exceptionalities** by: Differentiating instruction for diverse individuals and groups of students in lesson plans and execution of lessons. Often being flexible in lesson construction and interaction with students for the purposes of supporting students and dealing with unexpected changes.	Inconsistently attempts to differentiate instruction for diverse students and student groups. Practices being flexible with instructional implementation; however, struggles with unexpected changes.	Rarely differentiates instruction for diverse students and student groups. Prepares to be flexible with instructional implementation; however, consistently struggles with any unexpected changes.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 2.1: Learning Environments	**Creates safe, inclusive, culturally responsive learning environments** that aids in engaging students **in meaningful learning activities and social interactions by:** Designing and posting attractive and culturally relevant bulletin boards that include student work samples. Assisting in the design/lay-out of the classroom, which allows for student movement, access,	**Creates learning environments** that foster safety, cultural understanding, and emotional well-being by frequently: Assisting in the design and posting of attractive and relevant bulletin boards that include student work samples. Assisting in the design/lay-out of the classroom, which allows for student	Designs and posts some bulletin boards as well as attempts to maintain the classroom environment; however, the classroom is not always safe and accessible for all students. Infrequently displays culturally relevant realia and visuals in the classroom. Only occasionally are culturally relevant materials used for instruction.	Designs and posts a bulletin board. Classroom is not always safe and accessible for students. Rarely displays culturally relevant realia, visuals, and instructional materials. Does not accurately maintain log of general education teacher contacts.

| | | | movement, access, and independence. | A log of general education contacts is maintained sporadically. | |
| | Maintaining a neat and orderly classroom that allows for safe student movement and accessibility to materials.

Effectively utilizing instructional materials that include representation of multiple cultures.

Displaying and using culturally relevant realia and visuals.

Maintaining a log of general educator collaborations. | Assisting in maintaining a neat and orderly classroom that allows for safe student movement and accessibility to materials.

Utilizing instructional materials that include representation of multiple cultures.

Often displaying and using culturally relevant realia and visuals.

Maintaining a log of general educator collaborations. | | |

CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 2.2: Motivational and Instructional Interventions	Designs **motivational and instructional interventions** by: Consistently designing and implementing lessons resulting in student learning. Using anticipatory sets at the beginning of lessons that engage students. Using lesson materials that draws student interest and attention.	Designs **motivational and instructional interventions** by: Designing and implementing lessons resulting in student learning. Typically incorporating anticipatory sets at the beginning of lessons that engage students. Frequently using lesson materials that draws student interest and attention.	Prepares and implements lessons. Inconsistently in begins lessons with an anticipatory set. 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	Prepares and implements lessons with mentor support. Rarely begins lessons with an anticipatory set. Chooses materials based on convenience not student interest. Does not use extrinsic rewards. Seldom modifies lessons based on student behavior, attention, or learning. Instruction does not contain basic elements of an identified method (e.g.,

			Instruction) when teaching. Occasionally encourages student choice and communication. Points out how to generalize or transfer skills learned when directed.	cooperative learning, explicit direct instruction, Direct Instruction, etc.). Rarely encourages student choice or communication. Does not ask students to generalize or transfer skills unless required by supervisor.
	Effectively using appropriate extrinsic rewards when needed. Accurately modifying planned lessons as needed for the purposes of student attention, learning, and behavior. Consistently using a variety of methods and instructional strategies to enhance student motivation and learning. Consistently encouraging students to make choices Consistently encouraging students to communicate opinions, feelings, wants, and insights Consistently implementing strategies for generalization and/or transfer of skills	Using appropriate extrinsic rewards when needed. Modifying planned lessons as needed for the purposes of student attention, learning, and behavior. Using a variety of methods and instructional strategies to enhance student motivation and learning. Encouraging students to make choices. Encouraging students to communicate opinions, feelings, wants, and insights. Implementing strategies for generalization and/or transfer of skills.		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 2.3: Crisis Intervention	**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.	I**ntervenes 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.	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.	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

			Passively participates in the development of formal behavioral plans (e.g. FBA, BIP, manifestation determination plans).	contributions. Makes no contributions in the development of formal behavioral plans (e.g. FBA, BIP, manifestation determination plans).
	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).	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).		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.1: Instructional Planning and Strategies	**Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning experiences** by: Clearly identifying pertinent IEP goals and objectives in individual lesson plans for observations. Beginning lessons by seeking students' background knowledge. Providing students with clear and comprehensible instruction based on cultural and linguistic needs.	**Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning experiences** by: Identifying pertinent IEP goals in individual lesson plans for observations. Typically beginning lesson by seeking students' background knowledge Providing students with comprehensible instruction based on cultural and linguistic needs. Providing students with	Inconsistently identifies individual student IEP goals or seeks students' background information before or during the lesson. Infrequently provides students with feedback; instruction is rarely based on cultural and linguistic needs. Some tasks are outside students' ability levels. Rarely provides a connection to college and career options.	Lesson goals are identified, but not pertinent to students' IEP goals and objectives. Many tasks are outside students' ability levels. Struggles to provide students with clear and comprehensible instruction based on cultural and linguistic needs. Does not seek students' background information at the beginning of the lesson nor provides college and career ready connections to the lesson.

	Providing students with motivating tasks within their ability levels and connecting them to college and career options.	tasks within their ability levels and connecting them to college and career options.		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.2: Instructional Planning and Strategies	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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.3: Instructional Planning and Strategies	Uses **Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning** by: Providing AAC systems and AT to students. Effectively encouraging	Uses **Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning** by: Providing some AAC systems and AT for students	Identifies some **Augmentative and Alternative Communication (AAC)** systems in lesson plans but infrequently encourages students to utilize such devices during the lesson. Uses some AT devices effectively to support learning and	Identifies a few **Augmentative and Alternative Communication (AAC)** systems in lesson plans but fails to provide such systems and fails to encourage students to utilize such devices when available. Uses limited number of AT devices with limited support to learning and

	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.	to use Encouraging students to use AAC systems and AT throughout the lesson. Identifying AAC systems and AT within lesson plans.	communication.	communication.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.4: Instructional Planning and Strategies	**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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.5: Instructional Planning and Strategies	**Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and**	**Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and**	Develops weekly lesson plans that are brief and lack detail and logical flow of activities over time. A substitute would have difficulty understanding	Inconsistently develops weekly lesson plans. Written plans are brief, lack detail, and do not demonstrate scope and sequencing of activities over

	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.	**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.	exactly what to do.	time. Lesson plans would be of no use to a substitute.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.6: Instructional Planning and Strategies	**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	**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	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.	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.

	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.	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.		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.7: Instructional Planning and Strategies	**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 or extend newly learned or emerging skills.	**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 or extend newly learned or emerging skills.	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.	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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging

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7.1 Theory and elements of effective collaboration	**Provides guidance and direction to paraeducators and others such as classroom volunteers and tutors** by: Consistently communicating in-writing and/or in-person with support staff and volunteers. Developing a positive rapport by using a positive attitude and body language. Providing explicit and substantive directions, suggestions and recommendations concerning students, strategies, and services. Consistently acknowledging and communicating appreciation for efforts.	**Provides guidance and direction to paraeducators and others such as classroom volunteers and tutors** by: Regularly communicating in-writing and/or in-person with support staff and volunteers. Developing a positive rapport by using a positive attitude. Providing directions, suggestions and recommendations concerning students, strategies, and services. Acknowledging and communicating appreciation for efforts.	Occasionally communicates in writing and/or in-person with support staff and volunteers. Struggles to develop a positive rapport with support staff and volunteers. Sometimes uses positive attitudes, along with a positive body language. Provides brief and sometimes incomplete directions. At times will acknowledge the efforts of support staff and volunteers.	Struggles to develop positive working relationships with support staff and volunteers. Rarely communicates in writing and/or in-person. Struggles to develop a positive rapport using positive attitudes, along with positive body language when interacting with support staff and volunteers unless directed to by supervisor. Provides incomplete and confusing directions. Rarely acknowledges the efforts of support staff and volunteers.
Reflective Practitioner	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Self-Evaluation	Demonstrates the ability to self evaluate and accept the evaluations of others by: Graciously accepting constructive criticism. Responding consistently to suggestions. Accurately reflecting, interpreting, and communicating in writing	Demonstrates the ability to self evaluate and accept the evaluations of others by: Accepting constructive criticism. Responding to suggestions. Reflecting, interpreting, and communicating in writing (e.g., journals, self-evaluations) and orally (e.g.,	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.	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)

	(e.g., journals, self-evaluations) and orally (e.g., post-observation meetings) about their effectiveness as a teacher.	post-observation meetings) about their effectiveness as a teacher.		about their effectiveness as a teacher.
Data Management	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Student Records	Assumes the major responsibilities for maintaining student records by: Collecting data on student progress in meeting IEP goals and objectives. Taking attendance. Grading student work. Collecting work samples. Maintaining the teacher/classroom file (hard copy or online).	Maintains student records by: Helping to collect data on student progress in meeting IEP goals and objectives. Frequently taking attendance. Grading student work. Collecting some work samples. Helping in the maintenance the teacher/classroom file (hard copy or online).	Inconsistently 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).	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).

Classroom Management Feedback Form - Rate the candidate's classroom management skills according to the following scale:

4-Exceeds, 3-Meets, 2-Developing 1- Emerging

Area	4	3	2	1
RULES				
Reinforces established classroom behavior expectations prior to and throughout the lesson				
States and enforces expectations in relation to new behavior expectations as needed throughout the lesson (e.g., when introducing new materials)				
ROUTINES				

Manages time appropriately throughout lesson				
Maintains a high rate of student academic engagement				
Transitions students through various steps without breaks in instruction				
Manages the distribution and use of materials				
Moves students efficiently around classroom and/or outside of classroom (as a group and individually)				
PRAISE				
Offers positive and specific verbal praise to reinforce appropriate behavior				
Offers significantly more positive feedback than negative throughout lesson				
Uses descriptive feedback to when offering praise				
MISBEHAVIOR				
Uses least intrusive methods to redirect minor misbehaviors (proximity eye contact, name drops)				
Addresses disruptive misbehavior in a consistent and respectful manner, which is efficient and effective.				
Intervenes in problematic behavior before it escalates				
Follows individual behavior intervention plan recommendations				
PROFESSIONALISM				
Maintains confidential records				
Interacts with students, staff, volunteers and parents in a positive fashion while maintaining necessary confidentiality.				
Projects a professional image in terms of demeanor and appearance				
Projects energy and enthusiasm, exhibiting confidence.				
Reflects, in writing, about lesson outcomes for the post-conference observation.				

Identify areas needing improvement, experience, and/or further development:

Comments:

Do you believe that you deserve to earn special education licensure? Why or why not?

Intern Teacher: _____Date:_____

Date Given to University Supervisor: _____

STOT – Student Teacher Observation Tool

Internship

The STOT is designed provide meaningful, clear feedback to interns about their teaching skills, demonstrated content area understanding, and professionalism. Mentor teachers and university supervisors will observe an intern multiple times over the course of the Internship to complete the STOT.

STOT Student Teacher Observation Tool

To:	Initial Licensure Candidates, Mentor Teachers and Supervisors
From:	The UAF School of Education Departments of Elementary**,** K-12 Music**,** Secondary, and Special Education
RE:	The Student Teacher Observation Tool for UAF Initial Licensure Candidates

OVERVIEW: The purpose of this assessment is to provide meaningful, clear feedback to interns about their teaching.
UAF Initial Licensure Program candidates will be assessed in the field with the Student Teaching Observation Tool (STOT) that was created by the North Dakota Association of Colleges for Teacher Education (NDACTE). The STOT is aligned with the state, national and content area specialty association standards: http://bit.ly/UAF_STOT_Standards

- · The mentor teacher and supervisor will observe candidates multiple times over the course of a semester.
- · Feedback will be provided to candidates after each observation, and mentor teachers and supervisors may use the STOT Targeted Observation Form (STOT TOF) to target a specific area of the STOT for each observation.
- · Ratings on the STOT TOF forms can be used to determine the summative ratings on the final STOT at the end of the semester.

For any rating of Underdeveloped (1) or Emerging (2), written feedback must be provided to help the candidate improve their practice. A more formal Plan of Improvement (POI) may be developed if a candidate does not meet expectations.

Failure to meet the requirements of Plans of Improvement can be grounds for dismissal from the program in consultation with faculty members and the chair of the intern's department.

If you have questions please contact the School of Education: uaf-soe-school@alaska.edu

ND Common Metrics-Student Teacher Observation Tool (STOT)

Teacher Candidate		Semester	Weeks	Subject/Grade Taught

School & Town	Cooperating Teacher	University Supervisor

This assessment is based on the 10 national standards of effective practice for new teachers (InTASC). Standards 1-3 address *The Learner and Learning*. Standards 4-5 address *Content Knowledge*. Standards 6-8 address *Instructional Practice*. Standards 9-10 address *Professional Responsibility*. Under the Family Education & Privacy Act of 1974, the teacher candidate has the right of inspection and review of this document.

Directions: For each of the items below, place a rating of 1, 1.5, 2, 2.5, 3, 3.5, or 4 by the number which describes the teacher candidate as a pre-professional. *An overall average rating will be calculated by the university for each standard.* Thank you for your time and commitment to the profession.

InTASC Standard 1	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Supports student learning through developmentally appropriate instruction	implements challenging learning experiences that recognize patterns of learning and development across cognitive, linguistic, social, emotional and physical areas	In addition to rating "3" performance, partial success at rating of "4"	implements developmentally appropriate instruction that accounts for learners' strengths, interests and needs	In addition to rating "2" performance, partial success at rating of "3"	implements grade-level appropriate instruction, but does not account for individual learners' differences	With assistance, partial success at rating of "2"	implements instruction that exceeds or does not match a developmentally appropriate level for the students	
Accounts for differences in students' prior knowledge	accesses student readiness for learning and expands on individual students' prior knowledge		accounts for individual differences in students' prior knowledge and readiness for learning		addresses students' prior knowledge as a class, but individual differences are not considered		does not account for differences in students' prior knowledge	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.								

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InTASC Standard 2	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Uses knowledge of students' socioeconomic, cultural and ethnic differences to meet learning needs	anticipates individual learning needs by proactively differentiating instruction using knowledge of learners' socioeconomic, cultural and ethnic backgrounds	In addition to rating "3" success at rating of "4" performance, partial	demonstrates thorough knowledge that learners are individuals with differences in their backgrounds as well as their approaches to learning and performance	In addition to rating "2" success at rating of "3" performance, partial	demonstrates a basic knowledge about learners' backgrounds and how to meet their learning needs	With assistance, partial success at rating of "2"	demonstrates minimal knowledge about learners' backgrounds and how to meet their learning needs	
Exhibits fairness and belief that all students can learn	exhibits high expectations while designing and implementing instructional strategies to meet the diverse needs of all learners in a fair and respectful manner; consistently provides equitable opportunities to meet the needs of learners		exhibits respect and high expectations for each learner; communicates with diverse learners in a fair and respectful manner; consistently provides equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in a fair and respectful manner; provides occasionally equitable opportunities to meet the diverse needs of learners		communicates with diverse learners in an unfair and disrespectful manner; provides inequitable opportunities to meet the diverse needs of learners	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each learner to meet high standards.								

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InTASC Standard 3	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Creates a safe and respectful environment for learners	collaborates with learners to facilitate self-reflection and ownership for ongoing improvement of the classroom community	In addition to rating "3" performance, partial success at rating of "4"	consistently models safety and respect to encourage a positive classroom learning community that is respectful of all learners' differences, including race, culture, gender, sexual orientation, and language	In addition to rating "2" performance, partial success at rating of "3"	models safety and respect to encourage a positive classroom learning community	With assistance, partial success at rating of "2"	ignores unsafe or disrespectful behaviors contributing to a negative classroom learning community	
Structures a classroom environment that promotes student engagement	develops a highly engaging learning environment, taking into account student differences and learning needs		develops a learning environment that is consistently engaging for most students		attempts to develop a learning environment that is engaging for most students		needs assistance in developing a learning environment that is engaging for most students	
Clearly communicates expectations for appropriate student behavior	communicates standards of conduct that are clear and effective		communicates clear standards of conduct		communicates standards of conduct that may not be clear		has minimal standards of conduct in place	
Responds appropriately to student behavior	teacher candidate monitors student behavior and responds appropriately on a consistent basis		the teacher candidate monitors and responds to student behavior effectively		the teacher candidate inconsistently monitors and responds to student behavior		the teacher candidate needs assistance with monitoring student behavior or in responding consistently	
Guides learners in using technologies in appropriate, safe, and effective ways	plans for and uses interactive technologies as a resource to support student learning; anticipates how information may be misused and develops guidelines for learners to use technology appropriately, safely and effectively		uses interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		attempts to use interactive technologies as a resource to support student learning; guides learners in using technology appropriately, safely and effectively		needs assistance to use interactive technologies as a resource to support student learning; rarely guides learners in using technology appropriately, safely, and effectively	
The overall rating will be calculated as an average of the ratings for this standard.								***Rating**
Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.								

InTASC Standard 4	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Effectively teaches subject matter	displays mastery of content knowledge and learning progressions that allow flexible adjustments to address learners at their current level of understanding to either remediate or deepen the learners' understanding	In addition to rating "3" performance, partial success at rating of "4"	instructional practices indicate understanding of content knowledge and learning progressions; practices are complete and appropriate for the content	In addition to rating "2" performance, partial success at rating of "3"	displays basic content knowledge; instructional practices indicate some awareness of learning progressions; practices are incomplete or inaccurate for the content	With assistance, partial success at rating of "2"	displays minimal content knowledge; instructional practices indicate little awareness of learning progressions, and practices are too often incomplete or inaccurate for the content	
Guides mastery of content through meaningful learning experiences	creates an interactive environment where learners take the initiative to master content and engage in meaningful learning experiences to master the content		applies appropriate strategies designed to engage learners in meaningful experiences and guide them toward mastery of content		attempts to apply appropriate strategies in instructional practice to engage learners in mastery of content		applies inappropriate strategies in instructional practice to engage learners in mastery of content	
Integrates culturally relevant content to build on learners' background knowledge	flexibly designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates basic knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences		demonstrates minimal knowledge of learners' cultural backgrounds and experiences, and there is no plan to design learning experiences that build on learners' cultural backgrounds	
The overall rating will be calculated as an average of the ratings for this standard.								***Rating**
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.								

InTASC Standard 5	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
			The teacher candidate…					
Connects core content to relevant, real-life experiences and learning tasks	designs and facilitates challenging learning experiences related to the students' real-life experiences and relevant core content	In addition to rating "3" performance, partial success at rating of "4"	designs instruction related to the students' real-life experiences and relevant core content	In addition to rating "2" performance, partial success at rating of "3"	designs instruction related to the core content but learning tasks have only superficial relationships to the students' interests or life experiences	With assistance, partial success at rating of "2"	designs instruction related to the core content but learning tasks have no relevance to the students' interests or life experiences	
Designs activities where students engage with subject matter from a variety of perspectives	embeds interdisciplinary connections and multiple perspectives into activities, allowing learners to independently relate these connections to key concepts and themes		designs activities for learners to engage with subject matter from a variety of perspectives and to develop interdisciplinary connections		designs activities for learners to engage with subject matter, from a variety of perspectives but no interdisciplinary connections are developed		designs activities related to subject matter but does so from a singular perspective and discipline	
Accesses content resources to build global awareness	seeks out new and innovative ways to access content resources, including digital and interactive technologies, to build student awareness of local and global issues		uses content resources, including digital and interactive technologies, to build student awareness of local and global issues		accesses some content resources, including technologies, to build student awareness of local and global issues		needs regular guidance to determine where and how to access content resources to build student awareness of local and global issues	
Uses relevant content to engage learners in innovative thinking & collaborative problem solving	creates an environment that encourages higher level thinking, innovative ideas and approaches connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving connected to relevant content		engages students in higher level thinking skills such as critical/creative thinking and collaborative problem solving but skills are not connected to relevant content		instructional strategies do not promote higher level thinking or collaborative problem solving connected to relevant content	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #5: Applications of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.								

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InTASC Standard 6	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Uses multiple methods of assessment	designs and modifies multiple formative and summative assessments that align with learning targets and assessments are differentiated to meet student needs	In addition to rating "3" performance, partial success at rating of "4"	uses multiple assessments that align with the learning targets	In addition to rating "2" performance, partial success at rating of "3"	uses multiple assessments, but not all are aligned with the learning targets	With assistance, partial success at rating of "2"	uses limited assessment methods and items that are not aligned with learning targets	
Provides students with meaningful feedback to guide next steps in learning	provides descriptive success and next-step feedback to individual learners and involves them in self-assessment to improve their own work		provides effective feedback to learners that aids in the improvement of the quality of their work		feedback provided to learners is actionable but does not necessarily improve the quality of the work		feedback provided to students is not actionable	
Uses appropriate data sources to identify student learning needs	documents, analyzes, and interprets student assessment data gathered from multiple methods to identify student learning needs, achievement trends, and patterns among groups of learners to inform instruction		documents, analyzes, and interprets student assessment data gathered using multiple methods to identify student learning needs		uses assessment data to guide planning and identify student learning needs		uses assessments solely to determine a grade	
Engages students in self-assessment strategies	engages learners in understanding and identifying quality work. Infuses opportunities for student reflection, self-assessment, and monitoring of learning goals		engages learners in understanding and identifying quality work (models, examples, etc.). Provides opportunities for reflection and self-assessment		engages learners in understanding and identifying quality work		learners are not engaged in understanding and identifying quality work	
The overall rating will be calculated as an average of the ratings for this standard.								***Rating**
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learner's decision making.								

InTASC Standard 7	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Connects lesson goals with school curriculum and state standards	plans demonstrate an understanding of prerequisite relationships between goals and standards and structure and sequence; proactively anticipates misconceptions and prepares to address them	In addition to rating "3" performance, partial success at rating of "4"	plans a variety of learning experiences that are aligned with learning goals and standards in a structure and sequence designed to meet student needs	In addition to rating "2" performance, partial success at rating of "3"	plans for learning experiences that are aligned with learning goals	With assistance, partial success at rating of "2"	lesson plans are not aligned with learning goals	
Uses assessment data to inform planning for instruction	assessments are strategically designed to inform planning and to provide multiple forms of evidence for monitoring students' progress relative to learning targets		uses pre-assessment and formative assessment strategies that align with learning targets and data are used to inform planning		pre-assessment and formative assessment strategies are not aligned adequately with learning targets, so data does not effectively inform planning		pre-assessment and/or formative assessment data are not utilized to inform planning	
Adjusts instructional plans to meet students' needs	uses information gained from assessment findings and becomes more capable of predicting, and planning ahead to customize instructional plans to meet students' needs		uses information gained from assessment findings to customize instructional plans to meet students' needs		uses assessment findings to modify instructional plans to meet students' needs		plans are not adjusted to meet student learning differences or needs	
Collaboratively designs instruction	proactively addresses student learning needs through ongoing collaboration with the cooperating teacher, other teachers, and/or specialists		plans with the cooperating teacher and/or specialists to design instruction that addresses and supports individual student learning		plans with the cooperating teacher, other teachers, or specialists but is confined to exchanging information		plans instruction individually	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.								

InTASC Standard 8	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Varies instructional strategies to engage learners	integrates a variety of instructional approaches for all members of the classroom; considers learners' needs, interests, and goals in determining instructional strategies to engage students as both learners and teachers	In addition to rating "3" performance, partial success at rating of "4"	varies role between instructor, facilitator, guide, and audience; considers learners' needs, interests, and goals in determining instructional strategies to engage learners	In addition to rating "2" performance, partial success at rating of "3"	uses a variety of instructional approaches but approaches are not matched to learner needs, interests, and goals	With assistance, partial success at rating of "2"	utilizes only one instructional approach	
Uses technology appropriately to enhance instruction	engages learners in evaluation and selection of media and technology resources; uses technology appropriately to engage learners and enhance instruction		uses technology effectively to enhance instruction		uses limited instructional strategies that involve technology		identifies instructional strategies without involving technology	
Differentiates instruction for a variety of learning needs	differentiates instruction in the areas of content, process, product, or learning environment in the best interests of the students		varies instruction for individuals or small groups to create learning experiences that are well matched to student needs		varies teaching of individual or small group learning experiences, but variations are not well-matched to student needs		teaches individual or small group learning experiences without differentiating instruction	
Instructional practices reflect effective communication skills	articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts to inform, instruct, and motivate during instruction; uses multiple media and technologies; listens respectfully to decipher meaning		listens and respectfully articulates thoughts and ideas using technology as well as oral, written and nonverbal communication to connect with students during instruction		articulates thoughts and ideas using oral, written and nonverbal communication skills but over-relies on the same forms of communication during instruction; uses technology for communication in some instances; listens to others		makes frequent errors during instruction when articulating thoughts and ideas using oral, written, and nonverbal communication skills; does not use technology for communication; seldom listens	
The overall rating will be calculated as an average of the ratings for this standard.								***Rating**
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.								

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InTASC Standard 9	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Uses feedback to improve teaching effectiveness	seeks multiple sources of feedback and takes responsibility for ongoing professional learning to address identified needs and areas of professional interest	In addition to rating "3" performance, partial success at rating of "4"	accepts and reflects upon feedback from colleagues to evaluate and improve teaching effectiveness	In addition to rating "2" performance, partial success at rating of "3"	accepts feedback to improve teaching effectiveness	With assistance, partial success at rating of "2"	resists feedback to improve teaching effectiveness	
Uses self-reflection to improve teaching effectiveness	reflects on thoughtful and specific indicators of effectiveness in the lesson. The lessons learned tend to improve future planning, adaptations, and instructional practice		reflects on the lesson and accurately assesses the effectiveness of instructional activities used and identifies specific ways in which a lesson might be improved		reflects on the lesson and has a general sense of whether or not instructional practices were effective and identifies general modifications for future instruction		reflects on the lesson, but draws incorrect conclusions about its effectiveness and/or identifies no areas for improvement	
Upholds legal responsibilities as a professional educator	demonstrates an understanding of the larger context of public education policy by staying appraised of changing laws and ethical standards, through literature, professional development or activities		acts in accordance with ethical codes of conduct and professional standards; complies with laws and policies related to learners' rights and teachers' responsibilities		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies		acts in accordance with ethical codes of conduct and professional standards but demonstrates limited understanding of federal, state, and district regulations and policies	
Demonstrates commitment to the profession	takes a role in promoting activities related to professional inquiry, contributes to events that positively impact school life; contributes to the district and community		participates in activities related to professional inquiry, and volunteers to participate in school events and school district and community projects		participates in activities related to professional inquiry, and when asked, participates in school activities, as well as district and community projects		purposefully avoids contributing to activities promoting professional inquiry, and/or avoids involvement in school activities and district and community projects	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, and other professionals, and the learning community), and adapts practice to meet the needs of each learner.								

#20-06292017

InTASC Standard 10	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating
	The teacher candidate…							
Collaborates with colleagues to improve student performance	initiates supportive and collaborative relationships with teachers, administration, support staff, and specialists that benefit the teacher and student performance	In addition to rating "3" success at rating of "4" performance, partial	develops supportive and collaborative relationships with colleagues that improve student performance	In addition to rating "2" success at rating of "3" performance, partial	develops cordial relationships with colleagues; attempts to improve student performance	With assistance, partial success at rating of "2"	develops relationships with colleagues that are characterized by negativity or combativeness	
Collaborates with parent/guardian/advocate to improve student performance	guides the students in development of materials to collaborate with their families about instructional programs, and all of the teacher's communications are highly sensitive to families' cultural norms		collaborates to make information about instructional programs available, and communications are appropriate to families' cultural norms		maintains a school-required grade book but does little else to inform or collaborate with families about student progress, and/or some of the teacher's communications are inappropriate to families' cultural norms		makes little or no information regarding the instructional program available to parents, limited collaboration, and/or there is culturally inappropriate communication	
The overall rating will be calculated as an average of the ratings for this standard.								*Rating
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth, and to advance the profession.								

#20-06292017

Constructs, InTASC Standards, and Tagged Alignment of Items		
Construct/ Areas of Knowledge	InTASC Standard	Item #
The Learner and Learning	#1: Learner Development	1-2
The Learner and Learning	#2: Learning Differences	3-4
The Learner and Learning	#3: Learning Environments	5-9
Content Knowledge	#4: Content Knowledge	10-12
Content Knowledge	#5: Application of Content Knowledge	13-16
Instructional Practice	#6: Assessment	17-20
Instructional Practice	#7: Planning for Instruction	21-24
Instructional Practice	#8: Instructional Strategies	25-28
Professional Responsibility	#9: Professional Learning and Ethical Practice	29-32
Professional Responsibility	#10: Leadership and Collaboration	33-34

#20-06292017

ATCAT – Alaska Teacher Culminating Assessment Task

What it is:. The ATCAT is intended to assess beginning teacher knowledge of planning, teaching, assessment and reflection and includes the submission of plans, reflections, student work samples and assessment data and a video of instruction. Components are aligned with both InTASC and CAEP standards.

ATCAT Materials for Students – Click the following link: http://bit.ly/uaf_atcat_students Special Note:

Parent/Guardian Permission for Use of Student Image in videos

- The **Elementary and Special ED programs** will use the permission form listed below for the upcoming year, asking for permission from **all families** for both the use of student work and the sharing of images of a student.
- The **Secondary and Music Programs** will utilize the permission form listed below in a more limited way than the elementary and Special ED programs because they may work with so many more students, asking for permission **only from families who's students may appear in a videoed or photographed lesson**. Student work samples may be shared within UAF assignment even if permission has not been secured because all identifying information will be removed before submission.
  - o It is suggested that secondary and music interns notify all families in their introductory letter that student work with all identifiable information removed may be used for university assignments, asking families to contact the mentor/intern with questions or concerns.

ATCAT Rubric – Please see the following pages…

ATCAT Rubric - Alaska Teacher Culminating Assessment Task

ATCAT Rubric   by Diane Kardash

Directions for the ATCAT Rubric

First Review:

Please click on the appropriate rubric criteria for each section of the ATCAT.

For each section, choose a rating of 1-Unmet, 3-Met or 4-Exceeds based on the criteria given. Please use the "N/O" column if the characteristic was not observed.

For any rating of 1-Unmet, please add comments to provide guidance in advising the student by clicking the following icon on the online LiveText rubric: **Please indicate revisions that need to be completed to achieve a rating of 2 - Met with Revisions.**

Second Review, if a section is rated unmet:

Review updated unmet sections of the ATCAT. If the intern has now met the expectations, please choose a **rating of 2 - Met with Revisions.**

ATCAT Rubric – Alaska Teacher Culminating Assessment Task

	Expectations Exceeded	Expectations Met	Expectations Met with Revisions	Response Underdeveloped
Section 1 - Context of the Classroom AK-T.2 INTASC-2013.3 CEC-INI-2012.1.1 CEC-INI-2012.1.2	Not Applicable	Response includes evidence of the candidate's ability to adequately describe relevant aspects of the classroom, student population, and neighborhood and community factors that could impact teaching and learning	See Comments	Response includes partial or inadequate evidence of candidate's ability to describe relevant aspects of the classroom, student population, and neighborhood and community factors that could impact teaching and learning. Descriptions are incomplete and/or missing.
Section 2.1 - Planning: Lessons AK-T.2 , AK-T.4 AK-T.5 INTASC-2013.1, INTASC-2013.4, INTASC-2013.5, INTASC-2013.6, INTASC-2013.7 CEC-INI-2012.1 CEC-INI-2012.1.1 CEC-INI-2012.1.2 CEC-INI-2012.3 CEC-INI-2012.3.1 CEC-INI-2012.5 CEC-INI-2012.5.1 CEC-INI-2012.5.5 CEC-INI-2012.5.6 CEC-INI-2012.5.7	Response provides evidence that more than one source of whole-class data to establish a baseline to measure student growth.	Response provides evidence that one source of whole-class data was used to establish a baseline to measure student growth.	See Comments	Response provides evidence that use of whole-class data to establish a baseline to measure student growth was ineffective.
	Response demonstrates informed use of students' prior knowledge and background information to significantly influence the planning process, citing examples from lesson plans.	Response demonstrates adequate use of students' prior knowledge and background information to influence the planning process.	See Comments	Response demonstrates limited use of students' prior knowledge and background information to influence the planning process.
	Response demonstrates learning goal(s) and assessment are closely aligned with state and/or national standards, with a thorough explanation of their appropriateness for the lessons.	Response demonstrates learning goal(s) and assessment are included and aligned with state and/or national standards with adequate explanation.	See Comments	Response demonstrates learning goal(s) and assessment, if identified, are not adequately aligned with each other or student needs.

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	Expectations Exceeded	Expectations Met	Expectations Met with Revisions	Response Underdeveloped
Section 2.2 - Planning: Strategies AK-T.4 INTASC-2013.5 INTASC-2013.7 CEC-INI-2012.3 CEC-INI-2012.3.1 CEC-INI-2012.3.2 CEC-INI-2012.3.3 CEC-INI-2012.5.4	Plans include opportunity for students to use academic content language and literacy skills (reading, writing, speaking, or performing) to promote student learning, with a thorough rationale.	Plans include opportunity for students to use academic content language and literacy skills (reading, writing, speaking, or performing) to promote student learning, with a rationale.	See Comments	Plans to use academic content language or integrate literacy to promote student learning are incomplete, with a weak rationale.
	Plans include an activity for students related higher levels of thinking: applying, analyzing, evaluating or creating. Plans include multiple levels of questioning.	Plans include effective engagement of students in critical thinking to promote student learning (for example, Visible Thinking Routines). Plans include both foundational and higher level questioning (for example, Bloom's Taxonomy, Depths of Knowledge).	See Comments	Plans to engage students in critical thinking to promote student learning are incomplete, with a weak rationale. Plans for using questioning skills to promote student learning are incomplete, with a weak rationale.

	Expectations Exceeded	Expectations Met	Expectations Met with Revisions	Response Underdeveloped
Section 2.3 - Planning: Activities AK-T.4 INTASC-2013.5 INTASC-2013.7 CEC-INI-2012.3 CEC-INI-2012.3.1 CEC-INI-2012.3.2 CEC-INI-2012.3.3 CEC-INI-2012.4 CEC-INI-2012.4.1 CEC-INI-2012.4.2 CEC-INI-2012.4.3 CEC-INI-2012.4.4 CEC-INI-2012.5.1	Response demonstrates that activities and chosen work samples are clearly aligned with content standards/ expectations and differentiated for needs of specific students.	Response demonstrates that activities and chosen work samples are aligned with content standards/ expectations and student needs.	See Comments	Response demonstrates that activities and chosen work samples are not aligned with content standards/expectations and student needs.
	Response includes plans for active and responsive monitoring of student learning include possible anticipated adjustments by the intern to address specific student needs (for example for ELL learners, for high level learners, and/or for challenged learners).	Response includes clear plans for active and responsive monitoring of student learning while teaching the lessons.	See Comments	Response includes an inadequate plan for monitoring student learning while teaching the lessons.

	Expectations Exceeded	Expectations Met	Expectations Met with Revisions	Response Underdeveloped
Section 3.1 - Teaching: Instructional Strategies AK-T.4 INTASC-2013.4 INTASC-2013.5 INTASC-2013.8 CEC-INI-2012.3 CEC-INI-2012.3.1 CEC-INI-2012.3.2 CEC-INI-2012.3.3 CEC-INI-2012.4 CEC-INI-2012.4.1 CEC-INI-2012.4.2	Response provides evidence that includes the following: - video demonstrates most students using academic language as they learn more about the topic/concept being taught. - video demonstrates students actively reading, writing, performing, or speaking to better understand the content being taught.	Response provides evidence that includes the following: - accurate use of academic content language to advance the understanding of the concept being taught. - students are actively reading, writing, performing, or speaking to better understand the content being taught.	See Comments	Response provides evidence that includes the following: - limited or incorrect use of academic content language to advance the understanding of the concept being taught, with incomplete examples from the video (if available) - students rarely have the opportunity to read, write, perform, or speak to better understand the content being taught.
	Response provides evidence that includes the following: - video demonstrates students engaging in an activity related higher levels of thinking: applying, analyzing, evaluating or creating. - video demonstrates the intern using multiple levels of questioning	Response provides evidence that includes the following: - students engaging in critical thinking to promote student learning (for example, Visible Thinking Routines) - intern provides opportunity for students to respond to both foundational level and higher order questioning (for example Bloom's Taxonomy, Depths of Knowledge)	See Comments	Response provides evidence that includes the following: - little to no engagement of students in critical thinking to promote student learning, with partial examples from the video (if available) - little to no use of questioning skills to promote student learning, with partial examples from the video (if available)

	Expectations Exceeded	Expectations Met	Expectations Met with Revisions	Response Underdeveloped
Section 3.2 - Teaching: Interacting with Students AK-T.3 AK-T.6 INTASC-2013.2 INTASC-2013.3 INTASC-2013.8 CEC-INI-2012.2.1 CEC-INI-2012.2.2 CEC-INI-2012.3.3 CEC-INI-2012.4.1 CEC-INI-2012.5.2 CEC-INI-2012.5.3 CEC-INI-2012.5.4	Video demonstrates active and responsive monitoring of student learning including adjustments by the intern to address specific student needs (for example for ELL learners, for high level learners, and/or for challenged learners).	Response provides evidence of active and responsive monitoring of student learning to guide instructional decision making while teaching the lesson.	See Comments	Response provides evidence of limited monitoring of student learning and/or limited instructional decision-making during the lesson.
	Video demonstrates the effective use of individual and whole class feedback to advance student learning.	Response provides evidence of an effective use of individual and whole-class feedback provided while teaching the lesson to advance student learning.	See Comments	Response provides evidence of limited use of individual and whole-class feedback provided during the lesson.
	Video demonstrates effective verbal and nonverbal communication techniques used during the lesson to foster student learning.	Response provides evidence of effective verbal and nonverbal communication techniques used while teaching the lesson to foster student learning.	See Comments	Response provides evidence of limited verbal and nonverbal communication techniques used during the lesson.

	Expectations Exceeded	Expectations Met	Expectations Met with Revisions	Response Underdeveloped
Section 3.3 - Teaching: Classroom Management AK-T.6 INTASC-2013.3 CEC-INI-2012.2.2 CEC-INI-2012.2.3	Video demonstrates that expectations are explained clearly to students, supported visually (e.g. an anchor chart/poster). Video demonstrates that positive reinforcement is tied to the behavior expectations during the lesson with reference to the visual support.	Response provides evidence that includes the following: - behavioral expectations are explained clearly to students and supported visually (e.g. an anchor chart/poster) - positive reinforcement tied to the behavior expectations is evident during the lesson.	See Comments	Response provides evidence that includes the following: - behavioral expectations and/or the visual support are missing or confusing.

	Expectations Exceeded	Expectations Met	Expectations Met with Revisions	Response Underdeveloped
Section 4 - Assessing AK-T. 2 AK-T. 5 INTASC-2013.1 INTASC-2013.6 CEC-INI-2012.4 CEC-INI-2012.4.1 CEC-INI-2012.4.2 CEC-INI-2012.4.3 CEC-INI-2012.4.4	Response provides evidence that includes the following for the whole class: - multiple baseline data sources and collected evidence is clearly connected to the learning growth and guides planning for future instruction for the whole class.	Response provides evidence that includes the following for the whole class: - baseline data and collected evidence is clearly connected to the learning growth and guides planning for future instruction for the whole class.	See Comments	Response provides evidence that includes the following for the whole class: - baseline data and collected evidence is not clearly connected to the learning growth and does not guides planning for future instruction for the whole class.
	Response provides evidence that includes the following for Focus Student 1: - multiple baseline data sources and collected evidence is clearly connected to the learning growth and guides future instruction for Focus Student 1 - areas of strength and challenge for Focus Student 1 are compared and contrasted with whole class.	Response provides evidence that includes the following for Focus Student 1: - baseline data and collected evidence is clearly connected to the learning growth of and guides planning for future instruction for Focus Student 1 - areas of strength and challenge are identified for Focus Student 1	See Comments	Response provides evidence that includes the following for Focus Student 1: - baseline data and collected evidence is not clearly connected to the learning growth of Focus Student 1. - areas of strength and/or challenge are not identified for Focus Student 1.
	Response provides evidence that includes the following for the Focus Student 2: - multiple baseline data sources and collected evidence is clearly connected to the learning growth and guides future instruction for Focus Student 2. - areas of strength and challenge for Focus Student 2 are compared and contrasted with whole class.	Response provides evidence that includes the following for the Focus Student 2: - baseline data and collected evidence is clearly connected to the learning growth of and guides planning for future instruction for Focus Student 2. - areas of strength and challenge are identified for Focus Student 2.	See Comments	Response provides evidence that includes the following for the Focus Student 2: - baseline data and collected evidence is not clearly connected to the learning growth of Focus Student 2. - areas of strength and/or challenge are not identified for Focus Student 2.

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	Expectations Exceeded	Expectations Met	Expectations Met with Revisions	Response Underdeveloped
Section 5 - Reflecting AK-T. 8 INTASC-2013.10 INTASC-2013.9 CEC-INI-2012.6 CEC-INI-2012.6.1 CEC-INI-2012.6.2 CEC-INI-2012.6.3	Response provides evidence about the planning and preparation that includes the following: -identifies what areas are in need of revision and how this compares to their overall practice. - identifies realistic adjustments and/or revisions that could be made and how to generalize to other lessons or content areas. -clear rationale included.	Response provides evidence about the planning and preparation that includes the following : -identifies what areas are in need of revision. - identifies realistic adjustments and/or revisions that could be made, including a clear rationale.	See Comments	Response provides evidence about planning and preparation that includes the following: - areas of revision are not identified. - adjustments and/or revisions are not realistic. - rationale does not clearly explain adjustments and/or revisions.
	Response provides evidence about the implementation of instruction and assessment strategies that includes the following: -identifies what areas are in need of revision and how this compares to their overall practice. - identifies realistic adjustments and/or revisions that could be made and how to generalize to other lessons or content areas. -clear rationale included.	Response provides evidence about the implementation of instruction and assessment strategies that includes the following: -identifies what areas are in need of revision. - identifies realistic adjustments and/or revisions that could be made including a clear rationale.	See Comments	Response provides evidence about the implementation of instruction and assessment strategies that includes the following: - areas of revision are not identified. - adjustments and/or revisions are not realistic. - rationale does not clearly explain adjustments and/or revisions.
	Response provides evidence about classroom management that includes the following:	Response provides evidence about classroom management that includes the following:	See Comments	Response provides evidence about classroom management that includes the following:

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-identifies what areas are in need of revision and how this compares to their overall practice - identifies realistic adjustments and/or revisions that could be made and how to generalize to other lessons or content areas. -clear rationale included.	-identifies what areas are in need of revision. - identifies realistic adjustments and/or revisions that could be made including a clear rationale.		- areas of revision are not identified. - adjustments and/or revisions are not realistic. - rationale does not clearly explain adjustments and/or revisions.

Special Education Clinical Practice Observation

Special Education Assignment Rubric

Course:	**EDSE 680:**			
	Special Education Clinical Practice Observation	**Instructor:**	Dr. Healy	
Candidate:		**Semester:**		
Assignment: Candidates will be placed in a special education setting for one full semester. During that time, a university supervisor will formally observe the candidate at least six times. For those observations the candidate needs to develop a detailed individual lesson plan and provide it to the university supervisor before the observation. Lesson observations typically last from 45 to 60 minutes in length and involve whole group or small group instruction. A post-observation conference between the candidate and the university supervisor will take place. Candidates will be evaluated according to the following characteristics based on the current Council for Exceptional Children (CEC) standards.				

CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 3.1: Integrates cross-disciplinary skills, tools of inquiry of the content areas they teach and develop meaningful learning progressions for individuals with exceptionalities.	Integrates cross-disciplinary skills in their lessons. Uses tools of inquiry of the content areas they teach during the lesson. Develops multiple meaningful learning progressions using various learning styles for individuals with exceptionalities to enhance their understanding of the content area.	Integrates cross-disciplinary skills in their lessons. Uses tools of inquiry of the content areas they teach during the lesson. Develops meaningful learning progressions for individuals with exceptionalities to enhance their understanding of the content area.	When reminded will include cross-disciplinary skills in their lessons. Uses the same one or two tools of inquiry during the lesson. Develops and uses the same learning progression for individuals with exceptionalities to improve their understanding.	Often needs to rewrite lessons to include cross-disciplinary skills. Must be reminded to use any tools of inquiry during the lesson. Does not provide helpful learning progressions for individuals with exceptionalities.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging

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Initial Content Standard 3.2: Teaches across curricular content areas to individualize learning for individuals with exceptionalities.	Teaches across several curricular content areas to individualize learning for individuals with exceptionalities in all lessons.	Teaches across curricular content areas to individualize learning for individuals with exceptionalities.	Teaches across curricular content areas to individualize learning for individuals with exceptionalities when reminded to do so.	Teaches across one or two curricular content areas but does not individualize learning for individuals with exceptionalities.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 3.3: Modifies general and specialized curricula to make them accessible to individuals with exceptionalities.	Modifies general and specialized curricula to make them accessible to individuals with exceptionalities and models how to do it for paraprofessionals to implement when needed.	Modifies general and specialized curricula to make them accessible to individuals with exceptionalities.	Modifies general and specialized curricula to make them accessible to individuals with exceptionalities when reminded.	Modifies specialized curricula to make them accessible to individuals with exceptionalities when reminded.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 4.1 Selects and uses technically sound formal and informal assessments that minimize bias.	Selects and uses technically sound formal and informal assessments that minimize bias and are tailored to student's needs.	Selects and uses technically sound formal and informal assessments that minimize bias.	Uses technically sound formal and informal assessments that minimize bias that are chosen for them by their mentor.	Ignores suggestions of technically sound formal and informal assessments and often uses assessments with know biases.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 4.2 Uses measurement principles and practices to interpret assessment results	Uses measurement principles and practices to correctly interpret assessment results. Assessment and data collection guides their	Uses measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	With direction and guidance uses measurement principles and practices to interpret assessment results and guide educational	Rarely uses measurement principles and practices to interpret assessment results to guide educational decisions for individuals with exceptionalities unless

and guide educational decisions for individuals with exceptionalities.	educational decisions for individuals with exceptionalities.		decisions for individuals with exceptionalities.	explicitly directed and supported.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 4.3 Uses multiple types of assessment information in collaboration with colleagues and families in making decisions about individuals with exceptionalities.	Uses the team approach of collaborating with colleagues and families and uses multiple types of current assessment information in making decisions about individuals with exceptionalities.	Uses multiple types of assessment information in collaboration with colleagues and families in making decisions about individuals with exceptionalities.	Uses formal assessment information to make decisions about individuals with exceptionalities.	Uses formal assessment information to make decisions about individuals with exceptionalities that are often not based on family concerns or performance in the classroom.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 4.4 Engages individuals with exceptionalities to work toward quality learning and performance: provides feedback to guide them.	Engages individuals with exceptionalities to work toward quality learning and performance by providing feedback to guide them towards their goals.	Engages individuals with exceptionalities to work toward quality learning and performance by providing feedback to guide them.	Engages individuals with exceptionalities to learn by providing some feedback to guide them.	Encourages individuals with exceptionalities to learn but minimal feedback is unhelpful and students are often confused.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.1: Considers an individual's abilities, interests,	**Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection,**	**Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection,**	Inconsistently identifies individual student IEP goals or seeks students' background information before or during the lesson.	Lesson goals are identified, but not pertinent to students' IEP goals and objectives.

learning environments, and cultural and linguistic factors in the selection, development and adaptation of learning experiences for individuals with exceptionalities.	**development, and adaption of learning experiences** by: Clearly identifying pertinent IEP goals and objectives in individual lesson plans for observations. Beginning lessons by seeking students' background knowledge.	**development, and adaption of learning experiences** by: Identifying pertinent IEP goals in individual lesson plans for observations. Typically beginning lesson by seeking students' background knowledge	Infrequently provides students with feedback; instruction is rarely based on cultural and linguistic needs.	Does not seek students' background information at the beginning of the lesson nor provides college and career ready connections to the lesson.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
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.	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.	Some tasks are outside students' ability levels. Rarely provides a connection to college and career options.	Many tasks are outside students' ability levels. Struggles to provide students with clear and comprehensible instruction based on cultural and linguistic needs.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.2: Uses technologies to support instructional assessment, planning, and delivery for	Implements the use of **technologies to support instructional assessment, planning, and delivery for individuals with exceptional needs** by:	Implements the use of **technologies to support instructional assessment, planning, and delivery for individuals with exceptional needs** by:	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	Does not use technology (high and low) during the observation lessons, although there were opportunities to use technology for lesson enhancement, motivation,

| individuals with exceptionalities. | 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. | 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. | not consistently noted in lesson plans. | and communication. Technology is not addressed in lesson plans. |
|---|---|---|---|---|
| CEC Standard | 4-Exceeding Expectations | 3-Meeting Expectations | 2 - Developing | 1- Emerging |
| Initial Content Standard 5.3: Supports the communication and learning of individuals with exceptionalities with a variety of augmentative and alternative communication systems and assistive technologies. | Uses **Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning** by:

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. | Uses **Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning** by:

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. | Identifies some **Augmentative and Alternative Communication** (AAC) systems in lesson plans but infrequently encourages students to utilize such devices during the lesson.

Uses some AT devices effectively to support learning and communication. | Identifies a few **Augmentative and Alternative Communication** (AAC) systems in lesson plans but fails to provide such systems and fails to encourage students to utilize such devices when available.

Uses limited number of AT devices with limited support to learning and communication. |

CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.4: Uses strategies to enhance language development and communication skills of individuals with exceptionalities.	**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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 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	**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	**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.	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.

individuals, families, and teams.	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.	Typically showing accountability in identifying students/groups. Providing information that a substitute teacher would understand.		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.6: Teaches to mastery and promotes generalization of learning.	**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.	**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.	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.	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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging

Initial Content Standard 5.6: Teaches to mastery and promotes generalization of learning.	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.	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.	Executes a lesson, which in only partially based on the written plan.	Executes a lesson, which has little in common with the written plan.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.7: Teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	**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 or extend newly learned or emerging skills.	**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 or extend newly learned or emerging skills.	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.	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.

Classroom Management Feedback Form - Rate the candidate's classroom management skills according to the following scale:

4-Exceeds, 3-Meets, 2-Developing 1- Emerging

Area	4	3	2	1
RULES				
Reinforces established classroom behavior expectations prior to and throughout the lesson				
States and enforces expectations in relation to new behavior expectations as needed throughout the lesson (e.g., when introducing new materials)				
ROUTINES				
Manages time appropriately throughout lesson				
Maintains a high rate of student academic engagement				
Transitions students through various steps without breaks in instruction				
Manages the distribution and use of materials				
Moves students efficiently around classroom and/or outside of classroom (as a group and individually)				
PRAISE				
Offers positive and specific verbal praise to reinforce appropriate behavior				
Offers significantly more positive feedback than negative throughout lesson				
Uses descriptive feedback to when offering praise				
MISBEHAVIOR				
Uses least intrusive methods to redirect minor misbehaviors (proximity eye contact, name drops)				
Addresses disruptive misbehavior in a consistent and respectful manner, which is efficient and effective.				
Intervenes in problematic behavior before it escalates				
Follows individual behavior intervention plan recommendations				
PROFESSIONALISM				
Maintains confidential records				

Interacts with students, staff, volunteers and parents in a positive fashion while maintaining necessary confidentiality.				
Projects a professional image in terms of demeanor and appearance				
Projects energy and enthusiasm, exhibiting confidence.				
Reflects, in writing, about lesson outcomes for the post-conference observation.				

Briefly describe the candidate's effect on student learning:

Comments and Recommendations:

Special Education Classroom Observation Form
University of Alaska Fairbanks

Intern Name: Date:

School: Type of Class/Program observed:

Grade: # of Students present: # Paraprofessionals present:

Rating Code: **E – Exceeds Expectations, M – Meets Expectations, D – Developing, E – Emerging**

I. Curriculum and Planning Skills	Rating	Comments
H. Maintains detailed lesson plans	EE M D E	
I. Begins lesson promptly/avoids wasting time	EE M D E	
J. Lessons are well organized with clear tasks for students	EE M D E	
K. Materials for lesson are accessible and ready for use	EE M D E	
L. Communicates appropriately with paraprofessionals	EE M D E	
M. Lesson is linked to standards and/or IEP objectives	EE M D E	
N. Lesson is based on a discernable instructional method	EE M D E	
Overall Rating	EE M D E	

II. Assessment and Instructional Skills		
H. Provides students with rationale for learning	EE M D E	
I. Relates lessons to prior knowledge	EE M D E	
J. Describes expectations and/or proficiencies to students	EE M D E	
K. Presents concepts using a variety of strategies	EE M D E	
L. Uses questioning to check for understanding	EE M D E	
M. Uses multiple modalities of presentation	EE M D E	
N. Demonstrates curriculum adaptations/modifications	EE M D E	
Overall Rating	EE M D E	

III. Classroom Environment and Management		
H. Establishes and displays daily routines, schedules, & rules	EE M D E	
I. Displays mutual respect in the classroom.	EE M D E	
J. Monitors students behavior	EE M D E	
K. Manages transitions between lessons or activities	EE M D E	
L. Minimizes distractions in the classroom	EE M D E	
M. Promotes and reinforces appropriate social skills	EE M D E	
N. Attempts to engage all students	EE M D E	
Overall Rating	EE M D E	

IV. Professional Responsibilities		
G. Dresses appropriately	EE M D E	
H. Interacts in a professional manner	EE M D E	
I. Follows school's established procedures and rules	EE M D E	
J. Maintains confidentiality of student information	EE M D E	
K. Maintains professional obligations	EE M D E	
L. Manages equipment and supplies	EE M D E	
Overall Rating	EE M D E	

Weekly Lesson Plans Available for the Weeks of: _____

Overall Performance: ____Exceeds Expectations ____ Meets Expectations _____ Developing ____ Emerging

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University Supervisor Signature   **Date**   **Time**

Clinical Practice Evaluation

Special Education Assignment Rubric

Course:	EDSE 680 Clinical Practice Evaluation	Instructor:	Dr. Healy
Candidate:		**Semester:**	

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.

CEC Standard	4 - Exceeding Expectations	3 - Meeting Expectations	2 - Developing	Emerging
Initial Content Standard 1.1: Describes how language, culture, and family background influence the learning of individuals with exceptionalities.	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	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	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.	Rarely communicates with family members, including those from diverse backgrounds without direction.

CEC Standard	4 - Exceeding Expectations	3 - Meeting Expectations	2 - Developing	Emerging
	those from diverse cultural, linguistics, and socio-economic backgrounds. Fully engaging family members, especially those from diverse backgrounds, in the schooling of their children. Respectfully and accurately acknowledging cultural, linguistic, and family background differences in discussions with colleagues	those from diverse cultural, linguistics, and socio-economic backgrounds. Engaging family members, especially those from diverse backgrounds, in the schooling of their children. Acknowledging cultural, linguistic, and family background differences in discussions with colleagues.		
Initial Content Standard 1.1: Describes how language, culture, and family background influence the learning of individuals with exceptionalities.	Artfully embedding instructional strategies that address cultural, linguistic, and family background differences creating a respectful classroom community. Initiating family contacts and maintaining an accurate detailed log of these contacts.	Embedding instructional strategies that address cultural, linguistic, and family background differences. Maintaining a log a family contacts.	Inconsistently embeds some issues of diversity into instruction. Maintains a log of family contacts when directed.	Engages in conversations about students' backgrounds, but rarely pursues information concerning cultural, linguistic, or family background to include in lessons.

CEC Standard	4 - Exceeding Expectations	3 - Meeting Expectations	2 - Developing	Emerging
Initial Content Standard 1.2: Describes development and individual differences to respond to the needs of individuals with exceptionalities.	Evaluates students' **individual differences and development** by: Actively and accurately 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. Consistently and accurately noting students' behaviors and developmental characteristics in a professional manner with colleagues.	Evaluates students' **individual differences and development** by: Participating in the development of IEPs, reporting assessment results, and addressing student strengths and challenges in light of student inclusion in general education classes. Addressing students' behavioral and developmental characteristics with colleagues.	Participates in the development of IEPs with the support of the mentor, reporting assessment results, and addressing student strengths and challenges in light of student inclusion in general education classes. Participates in meetings passively (e.g., waiting for others to ask). Occasionally addresses colleagues about students' behavioral and developmental characteristics	Participates in the development of a few IEPs, however, assumes a very passive role, not reporting on assessment results, nor accurately addressing student strengths and challenges in light of student inclusion in general education classes. Rarely directly addresses students' behaviors or developmental characteristics with colleagues.
CEC Standard	4 - Exceeding Expectations	3 - Meeting Expectations	2 - Developing	Emerging
Initial Content Standard 1.2: Describes development and individual differences to respond to the needs of individuals with exceptionalities.	Consistently **responds to the needs of individuals with exceptionalities** by: Deftly differentiating instruction for diverse individuals and groups of	**Responds to the needs of individuals with exceptionalities** by: Differentiating instruction for diverse individuals and groups of	Inconsistently attempts to differentiate instruction for diverse students and student groups. Practices being flexible with instructional implementation;	Rarely differentiates instruction for diverse students and student groups. Prepares to be flexible with instructional implementation;

	students in lesson plans and execution of lessons. Being flexible in lesson construction and interaction with students for the purposes of supporting students and dealing with unexpected changes.	students in lesson plans and execution of lessons. Often being flexible in lesson construction and interaction with students for the purposes of supporting students and dealing with unexpected changes.	however, struggles with unexpected changes.	however, consistently struggles with any unexpected changes.
CEC Standard	**4 - Exceeding Expectations**	**3 - Meeting Expectations**	**2 - Developing**	**Emerging**
Initial Content Standard 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.	**Creates safe, inclusive, culturally responsive learning environments** that aids in engaging students **in meaningful learning activities and social interactions by:** Designing and posting attractive and culturally relevant bulletin boards that include student work samples. Assisting in the design/lay-out of the classroom, which allows for student movement, access, and independence.	**Creates learning environments** that foster safety, cultural understanding, and emotional well-being by frequently: Assisting in the design and posting of attractive and relevant bulletin boards that include student work samples. Assisting in the design/lay-out of the classroom, which allows for student movement, access, and independence.	Designs and posts some bulletin boards as well as attempts to maintain the classroom environment. The classroom is not always safe and accessible for all students.	Designs and posts a bulletin board. Classroom is not always safe and accessible for students.

CEC Standard	4 - Exceeding Expectations	3 - Meeting Expectations	2 - Developing	Emerging
Initial Content Standard 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.	Maintaining a neat and orderly classroom that allows for safe student movement and accessibility to materials. Effectively utilizing instructional materials that include representation of multiple cultures. Displaying and using culturally relevant realia and visuals. Maintaining a log of general educator collaborations.	Assisting in maintaining a neat and orderly classroom that allows for safe student movement and accessibility to materials. Utilizing instructional materials that include representation of multiple cultures. Often displaying and using culturally relevant realia and visuals. Maintaining a log of general educator collaborations.	Infrequently displays culturally relevant realia and visuals in the classroom. Only occasionally are culturally relevant materials used for instruction. A log of general education contacts is maintained sporadically	Rarely displays culturally relevant realia, visuals, and instructional materials. Does not accurately maintain log of general education teacher contacts.
CEC Standard	4 - Exceeding Expectations	3 - Meeting Expectations	2 - Developing	Emerging
Initial Content Standard 2.2: Teaches individuals with exceptionalities how to adapt to different environments with use motivational and instructional interventions.	Designs **motivational and instructional interventions** by: Consistently designing and implementing lessons resulting in student learning.	Designs **motivational and instructional interventions** by: Designing and implementing lessons resulting in student learning. Typically incorporating anticipatory sets at the	Prepares and implements lessons. Inconsistently in begins lessons with an anticipatory set. Points out how to generalize or transfer skills learned when directed.	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

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CEC Standard	4 - Exceeding Expectations	3 - Meeting Expectations	2 - Developing	Emerging
	Using anticipatory sets at the beginning of lessons that engage students. Consistently implementing strategies for generalization and/or transfer of skills.	beginning of lessons that engage students. Implementing strategies for generalization and/or transfer of skills.		instruction, Direct Instruction, etc.). Does not ask students to generalize or transfer skills unless required by supervisor.
CEC Standard	**4 - Exceeding Expectations**	**3 - Meeting Expectations**	**2 - Developing**	**Emerging**
Initial Content Standard 2.2: Teaches individuals with exceptionalities how to adapt to different environments with use motivational and instructional interventions.	Using lesson material that draws student interest and attention. Effectively using appropriate extrinsic rewards when needed. Accurately modifying planned lessons as needed for the purposes of student attention, learning, and behavior. Consistently using a variety of methods and instructional strategies to enhance student motivation and learning.	Frequently using lesson material that draws student interest and attention. Using appropriate extrinsic rewards when needed. Modifying planned lessons as needed for the purposes of student attention, learning, and behavior. Using a variety of methods and instructional strategies to enhance student motivation and learning.	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 teaching.	Chooses materials based on convenience not student interest. Does not use extrinsic rewards. Seldom modifies lessons based on student behavior, attention, or learning.
CEC Standard	**4 - Exceeding Expectations**	**3 - Meeting Expectations**	**2 - Developing**	**Emerging**

Initial Content Standard 2.2: Teaches individuals with exceptionalities how to adapt to different environments with use motivational and instructional interventions.	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.
CEC Standard	**4 - Exceeding Expectations**	**3 - Meeting Expectations**	**2 - Developing**	**Emerging**
Initial Content Standard 2.3: Intervenes safely and appropriately with individuals with exceptionalities in crisis.	**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.	I**ntervenes 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.	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).

CEC Standard	4 - Exceeding Expectations	3 - Meeting Expectations	2 - Developing	Emerging
	Actively assisting in the development of detailed formal behavioral plans (e.g. FBA, BIP, manifestation determination plans).	Actively assisting in the development of formal behavioral plans (e.g. FBA, BIP, manifestation determination plans).		
Initial Content Standard 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.	**Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning experiences** by: Clearly identifying pertinent IEP goals and objectives in individual lesson plans for observations. Beginning lessons by seeking students' background knowledge.	**Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning experiences** by: Identifying pertinent IEP goals in individual lesson plans for observations. Typically beginning lesson by seeking students' background knowledge	Inconsistently identifies individual student IEP goals or seeks students' background information before or during the lesson. Some tasks are outside students' ability levels.	Lesson goals are identified, but not pertinent to students' IEP goals and objectives. Does not seek students' background information at the beginning of the lesson. Many tasks are outside students' ability levels.
CEC Standard	4 - Exceeding Expectations	3 - Meeting Expectations	2 - Developing	Emerging
Initial Content Standard	Providing students with clear and	Providing students with comprehensible	Infrequently provides students with feedback;	Struggles to provide students with clear

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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.	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.	instruction based on cultural and linguistic needs. Providing students with tasks within their ability levels and connecting them to college and career options.	instruction is rarely based on cultural and linguistic needs. Rarely provides a connection to college and career options.	and comprehensible instruction based on cultural and linguistic needs. Does not provide college and career ready connections to the lesson.
CEC Standard	**4 - Exceeding Expectations**	**3 - Meeting Expectations**	**2 - Developing**	**Emerging**
Initial Content Standard 5.2: Uses technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	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	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.

CEC Standard	4 - Exceeding Expectations	3 - Meeting Expectations	2 - Developing	Emerging
	and for extension activities.			
Initial Content Standard 5.3: Supports the communication and learning of individuals with exceptionalities with a variety of augmentative and alternative communication systems and assistive technologies.	Uses **Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning** by: 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.	Uses **Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning** by: 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.	Identifies some **Augmentative and Alternative Communication (AAC)** systems in lesson plans but infrequently encourages students to utilize such devices during the lesson. Uses some AT devices effectively to support learning and communication	Identifies a few **Augmentative and Alternative Communication (AAC)** systems in lesson plans but fails to provide such systems and fails to encourage students to utilize such devices when available. Uses limited number of AT devices with limited support to learning and communication.
CEC Standard	4 - Exceeding Expectations	3 - Meeting Expectations	2 - Developing	Emerging

Initial Content Standard 5.4: Uses strategies to enhance language development and communication skills of individuals with exceptionalities.	**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.
CEC Standard	**4 - Exceeding Expectations**	**3 - Meeting Expectations**	**2 - Developing**	**Emerging**
Initial Content Standard 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	**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:	**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:	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.

in collaboration with individuals, families, and teams.	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.	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.		Lesson plans would be of no use to a substitute.
CEC Standard	**4 - Exceeding Expectations**	**3 - Meeting Expectations**	**2 - Developing**	**Emerging**
Initial Content Standard 5.6: Teaches to mastery and promotes generalization of learning.	**Teaches to mastery and promotes generalization of learning** by: Clearly developing detailed weekly lesson plans that show a variety of instructional strategies being utilized.	**Teaches to mastery and promotes generalization of learning** by: Developing weekly lesson plans that show a variety of instructional strategies being utilized.	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.	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;

			Executes a lesson, which in only partially based on the written plan.	however, the lesson is inconsistent with the method identified.
	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.	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.		Executes a lesson, which has little in common with the written plan.
CEC Standard	**4-Exceeding Expectations**	**3-Meeting Expectations**	**2 - Developing**	**1- Emerging**

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Initial Content Standard 5.7: Teaches cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	**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 or extend newly learned or emerging skills.	**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 or extend newly learned or emerging skills.	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.	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.
CEC Standard	**4-Exceeding Expectations**	**3-Meeting Expectations**	**2 - Developing**	**1- Emerging**
Initial Content Standard 6.1: Uses professional Ethical Principles and Professional Practice	Uses professional Ethical Principles and Professional Practice Standards to guide their practice when talking with	Uses professional Ethical Principles and Professional Practice Standards to guide their practice when	Has to be reminded to use professional Ethical Principles and Professional Practice Standards to guide	Has to be reminded prior to every meeting to use professional Ethical Principles and Professional Practice Standards to guide

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Standards to guide their practice.	colleagues, parents, and community members.	talking with colleagues and parents.	their practice when talking with colleagues and parents.	their practice when talking with colleagues and parents.
CEC Standard	**4-Exceeding Expectations**	**3-Meeting Expectations**	**2 - Developing**	**1- Emerging**
Initial Content Standard 6.2: Uses foundational knowledge and responds to current policy issues in their professional practice.	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 do 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.
CEC Standard	**4-Exceeding Expectations**	**3-Meeting Expectations**	**2 - Developing**	**1- Emerging**
Initial Content Standard 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.	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	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.

CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
	settings and noted in the lesson plans.			
Initial Content Standard 6.4: In journals and lesson plans candidate addresses the significance of lifelong learning and schedules time for professional activities and learning communities.	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.
CEC Standard	**4-Exceeding Expectations**	**3-Meeting Expectations**	**2 - Developing**	**1- Emerging**
Initial Content Standard 6.5: Mentors paraprofessionals and colleagues and advocates for children with exceptionalities to advance the special education profession	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 exceptionalites.

CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 6.6: Provides guidance and direction to Para educators, tutors, and volunteers.	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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 7.1 Collaborates effectively.	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 attitudes, 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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 7.2 Serves as a	**Provides guidance and direction to paraeducators,**	**Provides guidance and direction to paraeducators,**	Occasionally communicates in writing and/or in-person with support staff and volunteers.	Rarely communicates in writing and/or in-person.

collaborative resource to colleagues.	**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.	**colleagues, classroom volunteers, and tutors** by: Regularly communicating in-writing and/or in-person Providing directions, suggestions and recommendations concerning students, strategies, and services.	Provides brief and sometimes incomplete directions.	Provides incomplete and confusing directions.
CEC Standard	**4-Exceeding Expectations**	**3-Meeting Expectations**	**2 - Developing**	**1- Emerging**
Initial Content Standard 7.2 Serves as a collaborative resource to colleagues.	**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.
Data Management	**4-Exceeding Expectations**	**3-Meeting Expectations**	**2 - Developing**	**1- Emerging**

Student Records	Assumes the major responsibilities for maintaining student records by: Collecting data on student progress in meeting IEP goals and objectives. Taking attendance. Grading student work. Collecting work samples. Maintaining the teacher/classroom file (hard copy or online).	Maintains student records by: Helping to collect data on student progress in meeting IEP goals and objectives. Frequently taking attendance. Grading student work. Collecting some work samples. Helping in the maintenance the teacher/classroom file (hard copy or online).	Inconsistently 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).	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).

Classroom Management Feedback Form - Rate the candidate's classroom management skills according to the following scale:

4-Exceeds, 3-Meets, 2-Developing 1- Emerging

Area	4	3	2	1
RULES				
Reinforces established classroom behavior expectations prior to and throughout the lesson				
States and enforces expectations in relation to new behavior expectations as needed throughout the lesson (e.g., when introducing new materials)				
ROUTINES				
Manages time appropriately throughout lesson				

Maintains a high rate of student academic engagement				
Transitions students through various steps without breaks in instruction				
Manages the distribution and use of materials				
Moves students efficiently around classroom and/or outside of classroom (as a group and individually)				
PRAISE				
Offers positive and specific verbal praise to reinforce appropriate behavior				
Offers significantly more positive feedback than negative throughout lesson				
Uses descriptive feedback to when offering praise				
MISBEHAVIOR				
Uses least intrusive methods to redirect minor misbehaviors (proximity eye contact, name drops)				
Addresses disruptive misbehavior in a consistent and respectful manner, which is efficient and effective.				
Intervenes in problematic behavior before it escalates				
Follows individual behavior intervention plan recommendations				
PROFESSIONALISM				
Maintains confidential records				
Interacts with students, staff, volunteers and parents in a positive fashion while maintaining necessary confidentiality.				
Projects a professional image in terms of demeanor and appearance				
Projects energy and enthusiasm, exhibiting confidence.				
Reflects, in writing, about lesson outcomes for the post-conference observation.				

Briefly describe the candidate's effect on student learning:

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Comments and Recommendations:

Signature: _____ **Date:** _____

Supervisory Role: _____

Clinical Practice Self-Evaluation

Special Education Assignment Rubric

Course:	EDSE 680 Clinical Practice Evaluation		Instructor:	Dr. Healy
Candidate:			**Semester:**	

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.

CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 1.1: Learner Development and Individual Learning Differences	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. Fully engaging family members, especially those from diverse backgrounds, in the schooling of their children. Respectfully and accurately acknowledging cultural, linguistic, and family background differences in discussions with colleagues.	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. Engaging family members, especially those from diverse backgrounds, in the schooling of their children. Acknowledging cultural, linguistic, and family background differences in discussions with colleagues.	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. Inconsistently embeds some issues of diversity into instruction. Maintains a log of family contacts when directed.	Rarely communicates family members, including those from diverse backgrounds without direction. Engages in conversations about students' backgrounds, but rarely pursues information concerning cultural, linguistic, or family background to include in lessons.

	Artfully embedding instructional strategies that address cultural, linguistic, and family background differences creating a respectful classroom community. Initiating family contacts and maintaining an accurate detailed log of these contacts.	Embedding instructional strategies that address cultural, linguistic, and family background differences. Maintaining a log a family contacts.		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 1.2: Learner Development and Individual Learning Differences	Evaluates students' **individual differences and development** by: Actively and accurately 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. Consistently and accurately noting students' behaviors and developmental characteristics in a professional manner with colleagues.	Evaluates students' **individual differences and development** by: Participating in the development of IEPs, reporting assessment results, and addressing student strengths and challenges in light of student inclusion in general education classes. Addressing students' behavioral and developmental characteristics with colleagues.	Participates in the development of IEPs with the support of the mentor, reporting assessment results, and addressing student strengths and challenges in light of student inclusion in general education classes. Participates in meetings passively (e.g., waiting for others to ask). Occasionally addresses colleagues about students' behavioral and developmental characteristics.	Participates in the development of a few IEPs, however, assumes a very passive role, not reporting on assessment results, nor accurately addressing student strengths and challenges in light of student inclusion in general education classes. Rarely directly addresses students' behaviors or developmental characteristics with colleagues.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging

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Initial Content Standard 1.2: Learner Development and Individual Learning Differences	Consistently **responds to the needs of individuals with exceptionalities** by: Deftly differentiating instruction for diverse individuals and groups of students in lesson plans and execution of lessons. Being flexible in lesson construction and interaction with students for the purposes of supporting students and dealing with unexpected changes.	**Responds to the needs of individuals with exceptionalities** by: Differentiating instruction for diverse individuals and groups of students in lesson plans and execution of lessons. Often being flexible in lesson construction and interaction with students for the purposes of supporting students and dealing with unexpected changes.	Inconsistently attempts to differentiate instruction for diverse students and student groups. Practices being flexible with instructional implementation; however, struggles with unexpected changes.	Rarely differentiates instruction for diverse students and student groups. Prepares to be flexible with instructional implementation; however, consistently struggles with any unexpected changes.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 2.1: Learning Environments	**Creates safe, inclusive, culturally responsive learning environments** that aids in engaging students **in meaningful learning activities and social interactions by:** Designing and posting attractive and culturally relevant bulletin boards that include student work samples. Assisting in the design/lay-out of the classroom, which allows for student movement, access,	**Creates learning environments** that foster safety, cultural understanding, and emotional well-being by frequently: Assisting in the design and posting of attractive and relevant bulletin boards that include student work samples. Assisting in the design/lay-out of the classroom, which allows for student	Designs and posts some bulletin boards as well as attempts to maintain the classroom environment; however, the classroom is not always safe and accessible for all students. Infrequently displays culturally relevant realia and visuals in the classroom. Only occasionally are culturally relevant materials used for instruction.	Designs and posts a bulletin board. Classroom is not always safe and accessible for students. Rarely displays culturally relevant realia, visuals, and instructional materials. Does not accurately maintain log of general education teacher contacts.

	and independence. Maintaining a neat and orderly classroom that allows for safe student movement and accessibility to materials. Effectively utilizing instructional materials that include representation of multiple cultures. Displaying and using culturally relevant realia and visuals. Maintaining a log of general educator collaborations.	movement, access, and independence. Assisting in maintaining a neat and orderly classroom that allows for safe student movement and accessibility to materials. Utilizing instructional materials that include representation of multiple cultures. Often displaying and using culturally relevant realia and visuals. Maintaining a log of general educator collaborations.	A log of general education contacts is maintained sporadically.	
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 2.2: Motivational and Instructional Interventions	Designs **motivational and instructional interventions** by: Consistently designing and implementing lessons resulting in student learning. Using anticipatory sets at the beginning of lessons that engage students. Using lesson materials that draws student interest and attention.	Designs **motivational and instructional interventions** by: Designing and implementing lessons resulting in student learning. Typically incorporating anticipatory sets at the beginning of lessons that engage students. Frequently using lesson materials that draws student interest and attention.	Prepares and implements lessons. Inconsistently in begins lessons with an anticipatory set. 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	Prepares and implements lessons with mentor support. Rarely begins lessons with an anticipatory set. Chooses materials based on convenience not student interest. Does not use extrinsic rewards. Seldom modifies lessons based on student behavior, attention, or learning. Instruction does not contain basic elements of an identified method (e.g.,

	Effectively using appropriate extrinsic rewards when needed. Accurately modifying planned lessons as needed for the purposes of student attention, learning, and behavior. Consistently using a variety of methods and instructional strategies to enhance student motivation and learning. Consistently encouraging students to make choices Consistently encouraging students to communicate opinions, feelings, wants, and insights Consistently implementing strategies for generalization and/or transfer of skills	Using appropriate extrinsic rewards when needed. Modifying planned lessons as needed for the purposes of student attention, learning, and behavior. Using a variety of methods and instructional strategies to enhance student motivation and learning. Encouraging students to make choices. Encouraging students to communicate opinions, feelings, wants, and insights. Implementing strategies for generalization and/or transfer of skills.	Instruction) when teaching. Occasionally encourages student choice and communication. Points out how to generalize or transfer skills learned when directed.	cooperative learning, explicit direct instruction, Direct Instruction, etc.). Rarely encourages student choice or communication. Does not ask students to generalize or transfer skills unless required by supervisor.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 2.3: Crisis Intervention	**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.	I**ntervenes 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.	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.	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

			Passively participates in the development of formal behavioral plans (e.g. FBA, BIP, manifestation determination plans).	contributions. Makes no contributions in the development of formal behavioral plans (e.g. FBA, BIP, manifestation determination plans).
	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).	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).		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.1: Instructional Planning and Strategies	**Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning experiences** by: Clearly identifying pertinent IEP goals and objectives in individual lesson plans for observations. Beginning lessons by seeking students' background knowledge. Providing students with clear and comprehensible instruction based on cultural and linguistic needs.	**Considers an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaption of learning experiences** by: Identifying pertinent IEP goals in individual lesson plans for observations. Typically beginning lesson by seeking students' background knowledge Providing students with comprehensible instruction based on cultural and linguistic needs. Providing students with	Inconsistently identifies individual student IEP goals or seeks students' background information before or during the lesson. Infrequently provides students with feedback; instruction is rarely based on cultural and linguistic needs. Some tasks are outside students' ability levels. Rarely provides a connection to college and career options.	Lesson goals are identified, but not pertinent to students' IEP goals and objectives. Many tasks are outside students' ability levels. Struggles to provide students with clear and comprehensible instruction based on cultural and linguistic needs. Does not seek students' background information at the beginning of the lesson nor provides college and career ready connections to the lesson.

	Providing students with motivating tasks within their ability levels and connecting them to college and career options.	tasks within their ability levels and connecting them to college and career options.		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.2: Instructional Planning and Strategies	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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.3: Instructional Planning and Strategies	Uses **Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning** by: Providing AAC systems and AT to students. Effectively encouraging	Uses **Augmentative and Alternative Communication (AAC) systems and a variety of Assistive Technologies (AT) to support communication and learning** by: Providing some AAC systems and AT for students	Identifies some **Augmentative and Alternative Communication (AAC)** systems in lesson plans but infrequently encourages students to utilize such devices during the lesson. Uses some AT devices effectively to support learning and	Identifies a few **Augmentative and Alternative Communication (AAC)** systems in lesson plans but fails to provide such systems and fails to encourage students to utilize such devices when available. Uses limited number of AT devices with limited support to learning and

	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.	to use Encouraging students to use AAC systems and AT throughout the lesson. Identifying AAC systems and AT within lesson plans.	communication.	communication.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.4: Instructional Planning and Strategies	**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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.5: Instructional Planning and Strategies	**Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and**	**Develops and implements a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and**	Develops weekly lesson plans that are brief and lack detail and logical flow of activities over time. A substitute would have difficulty understanding	Inconsistently develops weekly lesson plans. Written plans are brief, lack detail, and do not demonstrate scope and sequencing of activities over

			exactly what to do.	time.
	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.	**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.		Lesson plans would be of no use to a substitute.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.6: Instructional Planning and Strategies	**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	**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	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.	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.

	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.	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.		
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 5.7: Instructional Planning and Strategies	**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 or extend newly learned or emerging skills.	**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 or extend newly learned or emerging skills.	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.	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.

CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 6.1: Uses professional Ethical Principles and Professional Practice Standards to guide their practice.	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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 6.2: Uses foundational knowledge and responds to current policy issues in their professional practice.	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 do 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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 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.	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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging

Initial Content Standard 6.4: In journals and lesson plans candidate addresses the significance of lifelong learning and schedules time for professional activities and learning communities.	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.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 6.5: Mentors paraprofessionals and colleagues and advocates for children with exceptionalities to advance the special education profession	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 excptionalites.
CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Initial Content Standard 6.6: Provides guidance and direction to Para educators, tutors, and volunteers.	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.

CEC Standard	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
7.1 Theory and elements of effective collaboration	**Provides guidance and direction to paraeducators and others such as classroom volunteers and tutors** by: Consistently communicating in-writing and/or in-person with support staff and volunteers. Developing a positive rapport by using a positive attitude and body language. Providing explicit and substantive directions, suggestions and recommendations concerning students, strategies, and services. Consistently acknowledging and communicating appreciation for efforts.	**Provides guidance and direction to paraeducators and others such as classroom volunteers and tutors** by: Regularly communicating in-writing and/or in-person with support staff and volunteers. Developing a positive rapport by using a positive attitude. Providing directions, suggestions and recommendations concerning students, strategies, and services. Acknowledging and communicating appreciation for efforts.	Occasionally communicates in writing and/or in-person with support staff and volunteers. Struggles to develop a positive rapport with support staff and volunteers. Sometimes uses positive attitudes, along with a positive body language. Provides brief and sometimes incomplete directions. At times will acknowledge the efforts of support staff and volunteers.	Struggles to develop positive working relationships with support staff and volunteers. Rarely communicates in writing and/or in-person. Struggles to develop a positive rapport using positive attitudes, along with positive body language when interacting with support staff and volunteers unless directed to by supervisor. Provides incomplete and confusing directions. Rarely acknowledges the efforts of support staff and volunteers.
Reflective Practitioner	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Self-Evaluation	Demonstrates the ability to self evaluate and accept the evaluations of others by: Graciously accepting constructive criticism. Responding consistently to suggestions. Accurately reflecting, interpreting, and	Demonstrates the ability to self evaluate and accept the evaluations of others by: Accepting constructive criticism. Responding to suggestions. Reflecting, interpreting, and communicating in writing (e.g., journals, self-	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.	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.,

communicating in writing (e.g., journals, self-evaluations) and orally (e.g., post-observation meetings) about their effectiveness as a teacher.	evaluations) and orally (e.g., post-observation meetings) about their effectiveness as a teacher.		post-observation meetings) about their effectiveness as a teacher.
Data Management	4-Exceeding Expectations	3-Meeting Expectations	2 - Developing	1- Emerging
Student Records	Assumes the major responsibilities for maintaining student records by: Collecting data on student progress in meeting IEP goals and objectives. Taking attendance. Grading student work. Collecting work samples. Maintaining the teacher/classroom file (hard copy or online).	Maintains student records by: Helping to collect data on student progress in meeting IEP goals and objectives. Frequently taking attendance. Grading student work. Collecting some work samples. Helping in the maintenance the teacher/classroom file (hard copy or online).	Inconsistently 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).	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).

Classroom Management Feedback Form - Rate the candidate's classroom management skills according to the following scale:

4-Exceeds, 3-Meets, 2-Developing 1- Emerging

Area	4	3	2	1
RULES				
Reinforces established classroom behavior expectations prior to and throughout the lesson				
States and enforces expectations in relation to new behavior expectations as needed throughout the lesson (e.g., when introducing new materials)				

ROUTINES				
Manages time appropriately throughout lesson				
Maintains a high rate of student academic engagement				
Transitions students through various steps without breaks in instruction				
Manages the distribution and use of materials				
Moves students efficiently around classroom and/or outside of classroom (as a group and individually)				
PRAISE				
Offers positive and specific verbal praise to reinforce appropriate behavior				
Offers significantly more positive feedback than negative throughout lesson				
Uses descriptive feedback to when offering praise				
MISBEHAVIOR				
Uses least intrusive methods to redirect minor misbehaviors (proximity eye contact, name drops)				
Addresses disruptive misbehavior in a consistent and respectful manner, which is efficient and effective.				
Intervenes in problematic behavior before it escalates				
Follows individual behavior intervention plan recommendations				
PROFESSIONALISM				
Maintains confidential records				
Interacts with students, staff, volunteers and parents in a positive fashion while maintaining necessary confidentiality.				
Projects a professional image in terms of demeanor and appearance				
Projects energy and enthusiasm, exhibiting confidence.				
Reflects, in writing, about lesson outcomes for the post-conference observation.				

Identify areas needing improvement, experience, and/or further development:

Comments:

Do you believe that you deserve to earn special education licensure? Why or why not?

Intern Teacher: _____Date:_____

Date Given to University Supervisor: _____