

# **SPECIAL EDUCATION (PK-8) / EARLY CHILDHOOD ED (PK-4)**

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# The Student Teacher Contract

The Student Teacher Contract is divided into the early childhood placement and the special education placement assignments. See contract rubric for point values related to each assignment, as well as due dates. The university supervisor will discuss this contract with the cooperating teacher and the student teacher, so a mutual understanding is reached. Assignments may be modified depending on the nature of the classroom, student needs, and cooperating teacher recommendations.

## Required Assignments for BOTH Placements

**#1      #2**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <b>Class Schedule</b><br>The daily classroom schedule should include the following: the detailed schedule for the teacher/students for the day (all periods/subjects) and arrival/dismissal times. Additionally, the student teacher needs to provide any in-service days scheduled during their placement or days school will be closed (e.g., holidays). Appendix C is an example of a daily schedule for a learning support classroom.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>Induction Information Checklist</b><br>Included in Appendix D is an Induction Information Checklist. The student teacher is to inventory all the applicable components and record each component as being completed or N/A for their setting. In addition to checking off completed items, "evidence" via informal comments or notes on the checklist should be documented. This form is to assist the student teacher in becoming aware of the school's environment, policies and procedures as well as facilitate communication between the cooperating teacher and the student teacher. |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>Placement Overview &amp; Takeover Schedule</b><br>In the placement overview, the student teacher will detail district-level, building-level, and classroom-level characteristics. Research on the district website and discussions with district personnel may assist the student teacher in locating the proper information. Lastly, the final part of this assignment involves providing a detailed outline of the Takeover Schedule by including the week and the subject area. See Appendix E for more details about assignment requirements and sample schedule.                      |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>Professional Observation</b><br>Student teachers are required to observe at least one professional staff member other than the cooperating teacher. This may include but is not limited to: other classroom teachers, related service providers, guidance counselors, behavior intervention specialists, parent meetings. A typed summary should include: date, title of professional, location, time period observed, description of observed activities, student responses and the student teacher's reactions to the observation.   |
| <input type="checkbox"/> | <input type="checkbox"/> | <b>Supplemental Teaching Tool</b><br>Usually several interactive teaching tools/resources are created and implemented during each student teaching placement to supplement instruction. The objective is for  |

the student teacher to make something to support a concept being taught. The student teacher should also evaluate the impact on student learning. See Appendix F.

☐ ☐ **Video Lesson & Reflection**

The student teacher will video record a lesson of their choice. Secure advance permission from the cooperating teacher of which lesson may be videotaped. The student teacher will view the lesson after teaching and then reflect on: the quality of instruction (including both instructional delivery and how planning may have impacted this), evidence and impact of differentiation, student engagement, and classroom management. A formal BU lesson plan in addition to the written reflection will be submitted to the supervisor.

☐ ☐ **Learning Centers**

The student teacher will design and implement 3 learning centers. Learning centers provide students with exciting and interesting experiences to practice, enrich, reteach or enhance their learning. See Appendix G.

☐ ☐ **Lesson Plans**

*Daily Accountability:* The student teacher will develop and submit written lesson plans in the required format and following the agreed upon timelines set by the cooperating teacher and the university supervisor. Daily written lesson plans are required for both student teaching placements, and the format and submission process will be agreed upon by the cooperating teacher and supervisor. At minimum, according to the COE Student Teaching Handbook, *"All daily plans must be given to the cooperating teacher three days prior to instruction or at the designation of the host district. The student teacher will have lesson plans available for the university supervisor at all times (via the Portfolio/Notebook). The plans must be signed and dated by the cooperating teacher verifying approval."*

*Formal Lesson Plan Evaluation:* Formal BU lesson plans are required at a minimum for formal observations, Video Lesson and Reflection assignment, and the Unit Plans. This formality is subject to change dependent upon additional support needed for a given student teacher. Formal lesson plans include a pre-post assessment as well as a written post-lesson reflection on student performance/data and overall lesson reflections. During each placement, the student teacher will select one lesson plan from either of the formal observations or video reflection lesson to submit for a grade. Be sure to follow all components of the COE Lesson Plan rubric, which will be used for scoring this assignment. "Verification of Collaboration Form" must be submitted for Special Education placement formal lesson plan evaluation.

Appendix H includes the lesson plan format. Be sure to CAREFULLY read through all required components.

☐ ☐ **Unit Plan**

An instructional unit will be developed, taught **and** evaluated by the student teacher in each placement. The student teacher in collaboration with the cooperating teacher will choose a unit topic based on the academic and/or social needs of the students in their classroom. The unit should be comprised of 3-5 lessons. The student teacher is

encouraged to read CAREFULLY through all unit plan components as well as the Unit Plan Rubric specific to each placement (Special Ed Handbook for Special Ed placement unit and COE Handbook for Early Childhood Ed placement unit). See Appendix L & COE Handbook for both Unit Plan specifics. "Verification of Collaboration Form" must be submitted for Special Education placement unit plan assignment.

- ☐ ☐ **Attendance and Participation in Seminars**  
The student is required to attend all seminars, and to be punctual. A consistent display of professionalism and active participation in the discussions provides for a beneficial experience for the student teacher.

#### **Additional Required Assignments for ONLY Early Childhood Education Placement**

- ☐ ☐ **Classroom Management Philosophy**  
In an APA formatted written paper, the student teacher will describe the classroom management system implemented in the placement. Remember to include reinforcements and consequences. Compare the classroom management strategies in the placement to your own philosophy of classroom management. Include how you would determine the reinforcements and consequences you would utilize in your classroom. Describe the rules in the classroom where you are placed and how you would modify those rules in your own classroom. Lastly, make at least one scholarly citation detailing specific connections to research, behavioral, and/or learning theories to justify your personal classroom management philosophy. A references page in APA should be included.
- ☐ ☐ **Individual Behavior Intervention Plan**  
After consultation with their cooperating teacher, the student teacher will choose a student whose behavior is presenting challenges within the classroom (as determined by assessment data collected) and develop an individualized behavior intervention plan for the student. The selected student should not yet be identified as a student who has an IEP for behavior challenges. See Appendix M for more details.
- ☐ ☐ **Formative Assessment Reflection**  
The student teacher will describe 3 types of formative assessments utilized during instruction and how those results were used to guide instruction.

#### **Additional Required Assignments for ONLY Special Education Placement**

- ☐ ☐ **Progress Monitoring**  
The student teacher, in collaboration with the cooperating teacher, will chose a student to monitor progress of their IEP goals. The student will collect the data, visually represent the findings in graph form, analyze the data, implement instruction and evaluate the student's progress after instruction. See Appendix N for more details.
- ☐ ☐ **IEP & Reflection**  
The Individualized Education Program (IEP) is a requirement for all student teachers. A student should be chosen in collaboration with the cooperating teacher by the third

week of the placement. If possible, a student should be selected on the basis of an IEP due date or the arrival of a new student. The student teacher is responsible, when warranted, for assessing the student with formal or informal measures used by the cooperating teacher or selected by the student teacher. The IEP format utilized by the cooperating teacher is acceptable. (Included in Appendix E is a copy of the IEP format as required by IDEIA-P.L. 108-466.) All components of the IEP need to be completed as per regulations. See specific directions/rubric for IEP assignment following IEP document in Appendix O. Ideally, the student teacher should participate in the IEP meeting. After completion of the IEP and the IEP meeting, the student teacher will reflect upon their participation in the IEP process in a written paper.

### **Student Teaching Binder/Portfolio**

Each student teacher should purchase a large, three-ring binder for the purpose of organizing the materials necessary for student teaching. The binder should be professional-looking in nature, well-organized and include all documents provided, the lesson plans developed (daily planning as well as formal plans created), assignments completed, seminar information, hard copies of BOTH student teaching handbooks, etc... The university supervisor and cooperating teacher will find it beneficial to see how the student teacher organizes and retrieves materials, develops concepts, teaches and reflects upon their instruction. The items in the binder will serve as **evidence** of final evaluation assessment components being met for each placement. This should be readily available for review at any time during your student teaching experience, including each time the university supervisor visits.

### **Guidelines for Student Teacher Evaluation**

The Student Teaching Grading & Self-Reflection Rubric will be used for two purposes. The first purpose for the student teacher is to use this as a self-reflective tool which should be completed at the end of weeks 4-5 (mid-point) and 7-8 (toward the end of the placement). The self-reflection data will be reviewed and discussed with the university supervisor. The cooperating teacher will utilize this tool in collaboration with the university supervisor to determine the student teacher's final grade.

Updated August 2019

# Student Teacher Contract Assignment Guide

Name:

Semester:

Supervisor:

## Placement 1:

## Placement 2:

<b>Both Placements:</b>	Seminar Due Date:	Point Value:	Earned Score:	<b>Both Placements:</b>	Seminar Due Date:	Point Value:	Earned Score:
Class Schedule	Seminar 1	1		Class Schedule	Seminar 5	1	
Induction Information Checklist	Seminar 1	1		Induction Information Checklist	Seminar 5	1	
Placement Overview & Takeover Schedule	Seminar 2	4		Placement Overview & Takeover Schedule	Seminar 5	4	
Professional Observation	Seminar 2	2		Professional Observation	Seminar 6	2	
Supplemental Teaching Tool	Seminar 3	4		Supplemental Teaching Tool	Seminar 6	4	
Video-recorded Lesson & Reflection	Seminar 3	5		Video-recorded Lesson & Reflection	Seminar 6	5	
Learning Centers (x3)	Seminar 4	12 (4 pts per center)		Learning Centers (x3)	Seminar 7	12 (4 pts per center)	
Unit Plan	CATCH	24		Unit Plan	Seminar 7	24	
Lesson Plans- daily accountability	CATCH	5		Lesson Plans- daily accountability	Seminar 7	5	
Formal Lesson Plan Evaluation	Seminar 4	15		Formal Lesson Plan Evaluation	Seminar 7	15	
Attendance & Participation in Seminar	CATCH	5 (1 pt per seminar & CATCH)		Attendance & Participation in Seminar	Seminar 7	3 (1 pt per seminar)	
<b>Early Childhood Ed Placement:</b>				<b>Early Childhood Ed Placement:</b>			
Classroom Management Philosophy	Seminar 3	8		Classroom Management Philosophy	Seminar 6	8	
Individual Behavior Intervention Plan	CATCH	16		Individual Behavior Intervention Plan	Seminar 7	16	
Formative Assessments	Seminar 4	6		Formative Assessments	Seminar 7	6	
<b>Special Education Placement:</b>				<b>Special Education Placement:</b>			
Progress Monitoring & Data Analysis	CATCH	10		Progress Monitoring & Data Analysis	Seminar 7	10	
IEP & Reflection	CATCH	16		IEP & Reflection	Seminar 7	16	
Lesson Plan & Unit Plan Collaboration Forms	CATCH	4		Lesson Plan & Unit Plan Collaboration Forms	Seminar 7	4	
<b>Total</b>		<b>104</b>		<b>Total</b>		<b>102</b>	

## Seminar Grading Scale

A: 95-100    B+: 87-89    C+: 77-79    D+: 67-69  
A-: 90-94    B: 83-86    C: 73-76    D: 60-66  
B-: 80-82    C-: 70-72    E (failing): below 60

Total Points earned \_\_\_\_/206

**Bloomsburg University Department of Exceptionality Programs**

**Student Teaching Grading & Self-Reflection Rubric**

Student: \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

<b>PLANNING AND PREPARATION</b>	<b>Distinguished (3)</b>	<b>Proficient (2)</b>	<b>Basic (1)</b>	<b>Unsatisfactory (0)</b>
<b>Lesson plans are submitted in a timely manner using agreed upon format.</b>	All plans are submitted in the agreed upon format and timelines.	Most plans (85% or more) are submitted in the agreed upon format and timelines.	Plans are inconsistently submitted using the agreed upon format and timelines.	Plans are not submitted in the agreed upon format and timeline.
<b>Lessons are differentiated to meet needs of learners.</b>	All plans are differentiated to meet needs of learners.	Most plans (85% or more) are differentiated to meet needs of learners.	Some plans (about 50%) are differentiated to meet the needs of learners.	Plans do not reflect much, if any, differentiation.
<b>Materials are prepared for instruction.</b>	All materials are prepared for instruction.	Most of the time (85% or more) materials are prepared for instruction.	Some of the time materials are prepared for instruction (inconsistent preparation is evident).	Materials are hardly ever prepared for instruction; frequent disorganization is evident.
<b>Demonstrates knowledge of content and pedagogy.</b>	All lesson plans reflected accurate content and effective instructional methods.	Most lesson plans (85% or more) reflected accurate content and effective instructional methods.	Some lesson plans (about 50%) reflected accurate content and effective instructional methods.	Lesson plans did not reflect accurate content and effective instructional methods.
<b>Utilized classroom resources.</b>	Classroom resources were consistently utilized.	Classroom resources were utilized most of the time (85% or more).	Classroom resources were sometimes utilized (about 50% of the time).	Classroom resources were barely, if at all, utilized.



<b>CLASSROOM ENVIRONMENT</b>	<b>Distinguished (3)</b>	<b>Proficient (2)</b>	<b>Basic (1)</b>	<b>Unsatisfactory (0)</b>
Interactions are respectful and genuine with students.	All interactions with students were respectful and genuine.	Most interactions (at least 85% of the time) with students were respectful and genuine.	Some interactions (about 50% of the time) with students were respectful and genuine.	Interactions with students were not respectful and genuine.
Demonstrates classroom management strategies.	Consistently utilized effective classroom management strategies.	Most classroom management strategies were effective (at least 80% of the day).	Some classroom management strategies were effective (about 50% of the day).	Classroom management strategies were not effective.
Monitors and responds to student behavior.	Actively managed student behaviors consistently.	Most of the time student behaviors were managed consistently (at least 85% of the day).	Some of the time student behaviors were managed consistently (about 50% of the day).	Student behaviors were not managed consistently.
Manages transitions smoothly with minimal loss of instructional time.	All transitions were managed effectively.	Most transitions were managed effectively (about 85% of transitions each day).	Some transitions were managed effectively (about 50% of transitions each day).	Transitions were not managed effectively.
Creates a safe learning environment.	A safe learning environment was maintained at all times.	A safe learning environment was maintained at most of the time (at least 85% of the day).	A safe learning environment was maintained some of the time (at least 50% of the day).	A safe learning environment was not consistently maintained.
<b>INSTRUCTION</b>	<b>Distinguished (3)</b>	<b>Proficient (2)</b>	<b>Basic (1)</b>	<b>Unsatisfactory (0)</b>
Instruction is delivered smoothly, accurately and as per lesson plan.	Instruction was always accurately delivered and aligned to the lesson plan.	Instruction was accurately delivered and aligned to the lesson plan most of the time (at least 85%).	Instruction was accurately delivered and aligned to the lesson plan some of the time (about 50%).	Instruction was not accurately delivered and/or aligned to the lesson plan.
Uses a variety of materials, activities and methods.	Instruction was differentiated to keep all students engaged.	Instruction was differentiated most of the time to keep most students (at least 85%) engaged.	Instruction was differentiated some of the time to keep some of the students (about 50%) engaged.	Instruction was not differentiated and student engagement was not consistent.

<b>Technology is utilized.</b>	Technology was effectively utilized when appropriate.	Technology was effectively utilized most of the time when appropriate.	Technology was effectively utilized some of the time when appropriate (i.e., not consistently).	Technology was not effectively utilized.
<b>Checks for understanding during lesson.</b>	Consistently checked for understanding during instruction and was continuously aware of student progress.	Consistently checked for understanding to ensure student learning, but a few missed opportunities were evident.	Checked for understanding some of the time during instruction and were inconsistently aware of student progress.	Often failed to check for understanding during instruction and were not aware of student progress throughout the lesson.
<b>Formative and summative assessment data guides instruction.</b>	Consistently utilized data to guide instruction.	Utilized data most of the time to guide instruction.	Inconsistently utilized data to guide instruction.	Did not use data to guide instruction.
<b>PROFESSIONAL RESPONSIBILITIES</b>	<b>Distinguished (3)</b>	<b>Proficient (2)</b>	<b>Basic (1)</b>	<b>Unsatisfactory (0)</b>
<b>Professional in appearance and demeanor.</b>	Always professional in appearance and demeanor.	Most of the time was professional in appearance and demeanor (85% of the time).	Some of the time was professional in appearance and demeanor (about 50% of the time).	Not consistently professional in appearance and demeanor. Frequently spoken to about this and failed to modify.
<b>Attends daily, arriving and departing as per required schedule.</b>	Attended daily and always adhered to the required schedule.	Was in attendance most of the time and adhered to the required schedule (only accrued 1-2 <u>excused</u> absences).	Attended most of the time and inconsistently adhered to the required schedule (2-3 <u>excused</u> absences; inconsistently adhered to arrival/departure times).	Attendance, and/or arrival and departure time was not consistent.
<b>Follows rules and policies of the local education agency.</b>	Consistently followed the ruled and policies of the LEA.	Followed the rules and policies of the LEA most of the time (at least 85%).	Followed the rules and policies of the LEA some of the time (about 50%).	Did not consistently follow the rules and policies of the LEA.
<b>Welcomes and seeks out feedback.</b>	Always receptive to feedback.	Receptive to feedback most of the time (i.e., actively listened, professional in discussions, eager to improve behavior).	Receptive to feedback some of the time (i.e., minimally interested/engaged, slightly defensive, slightly unprofessional)	Not receptive to feedback (i.e., very defensive, argumentative, or unprofessional).

Uses self-reflection to improve skills.	Utilized feedback and self-reflection to improve skills.	Utilized feedback and self-reflection to improve skills most of the time (at least 85%).	Utilized feedback and self-reflection to improve skills some of the time (about 50%).	Did not utilize feedback and self-reflection to improve skills.
<b>Column Totals:</b>				

Final Score- \_\_\_\_\_/ 60

**Grading Scale:**

- 50- 60=A
30-34=C+
- 46-49 =A-
25-29=C
- 43-45=B+
20-24=C-
- 39-42=B
15-19=D
- 35-38=B-
Below 15=F

## Absences/Tardiness

Attendance and participation in **all** activities at the school site are required, **including faculty meetings, in-service days, and instructional planning time**. Student teachers are expected to follow the schedules for the school district to which they are assigned. Student teachers have the **same working hours** as their cooperating teacher. Tardiness on the part of the student teacher is not acceptable, and responsibilities of student teachers to part-time work or university extracurricular activities should not interfere with the student teaching responsibilities. Student teachers should not leave the school building before the close of the scheduled day. In the event of an absence, student teachers **must notify** both their cooperating teacher and their supervisor prior to 6:30 a.m. **Official documentation** must be provided in the event of an absence due to an **extreme circumstance** (i.e., significant illness or immediate family emergency). Absences may be required to be made up at the semester's end as per the discretion of the cooperating teacher and university supervisor. As per the *COE Student Teaching Handbook* section *Professional Responsibilities of the Student Teacher*, "Excessive absences, depending on the reason, may be made up at a time specified by the university supervisor with the agreement of the cooperating teacher. Excessive absence is defined as more than three days in an assignment." **Sub plans** must be left with the cooperating teacher in advance of an absence.

Attendance and participation at regularly scheduled student seminar (SPECED 461/561) is also required. Student teachers are expected to attend school the morning of scheduled seminars as per their typical schedule and then excuse themselves at a natural time in the schedule to attend seminar on campus. Student teachers are responsible for notifying their cooperating teachers of each scheduled seminar date at the start of the semester. If the student teacher is normally in charge of instruction during the afternoon of a seminar, they must leave sub plans for their cooperating teacher to carry out. Active participation is expected at each seminar meeting, and student teachers should come prepared (and on time) to engage in thoughtful discussion/reflection with peers and supervisors.

# Substitute Teaching Policy

August 6, 2019

Dear Cooperating Teachers and School District Administrators:

The College of Education (COE) at Bloomsburg University is grateful for our continued partnership and appreciate you accepting our students for a variety of experiences including but not limited to observations, practicums, internships, and student teaching. We also are cognizant of the difficulty our partnering school districts have in finding substitute teachers and at times want to use student teachers to 'cover' classes when substitutes are unavailable. In an effort to assist in building capacity for your district, the COE has adopted the following requirement for those districts who want to employ Bloomsburg University student teachers as substitutes:

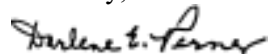
1. The school district administration will discuss the opportunity or possibility of the student teacher serving as a substitute teacher with the cooperating teacher and student teacher early during the placement and start the necessary process for district substitute employment if all are in agreement.
2. The student teacher must be approved by the local school district for substitute status.
3. The student teacher must have gained a minimum of 12 weeks of classroom experience with his/her cooperating teacher.
4. The student teacher, cooperating teacher, and university supervisor must be in agreement (documented by email correspondence) that the student is ready to handle the responsibility of substituting.
5. The student can only be employed as a substitute for the classes assigned during student teaching.
6. The cooperating teacher will notify the university supervisor when the student teacher is being employed as a substitute in a timely fashion (*i.e., prior to the day, if possible*).
7. The student teacher cannot be employed as a substitute for more than 3 consecutive days in the classroom without a cooperating teacher and without prior approval from the Dean of the COE.
8. The student teacher will be employed and compensated substitute wages by the school district for his/her services for the day(s) the student teacher serves as a substitute teacher.

In the event of extenuating circumstances communication with the university supervisor should occur immediately then follow-up through the Dean of the COE.

These guidelines have been established not as a means to encourage employing student teachers as substitutes as they are still novice in their development as educators, but to assist school districts in providing the best possible education for their students when employees are absent.

Any feedback on the guidelines and procedures outlined above should be sent directly to Dr. Darlene Perner, Interim Dean of the COE at [dperner@bloomu.edu](mailto:dperner@bloomu.edu) or 570-389-4075. We wish you the best for a smooth opening and a productive and successful 2019-20 school year.

Sincerely,



Darlene E. Perner  
Interim Dean, College of Education

## **Appendices**

## Appendix A

### Code of Ethics for Student Teachers

*The assumption that student teachers desire to do the right thing in their student teaching relationships, that student teaching is a privilege which should be denied to those who do not adhere to a high ethical standard, and that a statement of a code of ethics will help those whose judgments might be faulty has resulted in the following proposed code of ethics:*

1. Schools are an agent of society for promoting the welfare of children and youth. I shall, therefore, never divulge information about children except in those professional relationships designed for the welfare of children, and I shall act only after having received the approval of my Cooperating Teacher (CT).
2. Since I am directly responsible to the CT, I shall discuss with him/her any problem before presenting it to another.
3. I shall be loyal to the school in which I am privileged to do my student teaching, reserving criticism until I am fully aware of all factors. I shall present my ideas and questions only to those responsible for the school.
4. My loyalty to the school shall continue after my student teaching is completed.
5. Since I am jointly responsible with the CT and the school for what happens to the children during my student teaching assignment, I shall exert myself to the fullest.
6. I shall receive constructive criticism and suggestions in a professional manner, making every effort to implement these suggestions.
7. I shall abide by the rules and regulations governing the faculty and the staff during my placement in a school.
8. I shall be friendly and sympathetic with the children, but I shall in no way "curry favor" with the children or interfere between the teacher and pupils.
9. I shall go the extra mile to make myself a useful, contributing member of the school staff.
10. I shall discharge to the fullest every responsibility which I accept and shall honestly evaluate the effectiveness of my performance.
11. I shall strive for a fuller mastery of subject matter, a clearer concept of successful teaching, and a keener understanding of children.

12. I enter the teaching profession with a determination to continue to grow and to make it a finer profession because of my part in it. Only those who love children and enjoy teaching can hope to become real teachers.
13. I will inform myself about the correct professional and ethical procedures to follow in securing a position or in changing from one position to another. I shall adhere to these procedures. I shall regard any contract I sign as binding until it is dissolved by mutual consent of my employer and myself.

***Acknowledgement is made to the College of Education, University of Kentucky, for this Code of Ethics.***



## **Appendix B**

### **Student Teacher Regulations in Special Education**

#### **The Student Teacher Must:**

1. Have evidence of a current Act 34 (Criminal), Act 151 (Child Abuse), Act 114 (FBI) and Act 24 (Arrest/Conviction Report), & ACT 126 (Child Abuse and Recognition training) clearances to present to the appropriate school district/intermediate unit representative on or before the first day of each assignment.
2. Have evidence of a TB test to present to the school nurse or building principal on or before the first day of each assignment.
3. Have evidence of membership in a professional organization which assures liability, or be covered under liability.
4. Attend all in-service and teacher meetings unless specified otherwise by the cooperating teacher (CT) and university supervisor (US).
5. Report to school on time (contracted CT hours) and remain until the school day is terminated, or after the CT gives permission if a conference is scheduled.
6. Follow school regulations and policy handbook. If illness or an emergency occurs contact the CT and US immediately.
7. Present resume to CT during first week of each assignment.
8. Present copies of lesson plans, IEP's, units, or special projects to the CT prior to instruction. With permission from the CT, materials may be entered in the student teaching notebook and made available to the CT and US.
9. Attend all scheduled meetings for Student Teaching Seminar.
10. Assume responsibilities of pupils outside of classroom, i.e., hallway, cafeteria, playground, especially if danger exists.
11. Follow all regulations regarding confidentiality of pupils' records as specified in Pennsylvania Special Education Regulations, P.L. 108-446, and school district policy.
12. Dress appropriately and professionally for school environment.
13. Gradually assume teaching responsibilities as outlined in Weekly Recommended Activities (Appendix R).
14. Attempt to first resolve any classroom problems with the CT; if not successful, discuss them with the US.
15. Return all materials borrowed from the CT, US, school district or LU., college library, etc. prior to the last week of class.

## Appendix C

### Daily Schedule Model

(Name & Address of School)

20 \_\_\_\_ - 20 \_\_\_\_ School Term

Type/Level of Class Learning Support Rm # 000 Teacher Ms. Pick

<b>REGULAR DAILY SCHEDULE</b>			
<b>EXAMPLE A</b>		<b>EXAMPLE B</b>	
<b>Time</b>		<b>Time</b>	
Period 1: 8:38-9:23	Academic Support	Period 1: 8:13-8:55	Study Skills
Period 2: 9:26-10:08	Learning Support Math	Period 2: 8:58-9:40	Co-taught Math
Period 3: 10:11-10:53	Learning Support Language Arts	Period 3: 9:43-10:25	Co-taught Language Arts
LUNCH 10:56-11:23		Period 4: 10:28-11:10	Co-taught Language Arts
Period 4: 11:26-12:08	Learning Support Math	Period 5: 11:13-12:40	LUNCH / PREP
Period 5: 12:11-12:53	PLANNING	Period 6: 12:43-1:25	Study Skills
Period 6: 12:56-1:38	Learning Support Math	Period 7: 1:28-2:10	Co-taught Math
Period 7: 1:41-2:23	Learning Support Language Arts	Period 8: 2:13-2:55	RTII
Period 8: 2:26-3:11	Progress Monitoring		

The above schedules are for two different types of learning support service delivery models. Example A is a content area resource room. Example B is a co-teaching inclusionary model.

## Appendix D

### Induction Information Checklist

(This should be completed no later than the 2<sup>nd</sup> week of each assignment.)

One of the first problems encountered by the student teacher or a teacher who is new to a particular school is that of becoming acquainted with school policy. Once situations involving policy are mastered and become automatic, the teacher can put efforts where they belong – his/her students and teaching.

For each item, mark off if completed, or if it is not applicable to your setting, mark N/A. Provide evidence of knowledge of items with informal comments/notes for applicable items in the space on the right of the page or on a separate sheet.

#### **Are you familiar with/responsible for:**

#### **Comments/Notes for Applicable Items**

First    Second  
Assign   Assign

---

___	___	morning arrival time?
___	___	departure time?
___	___	responsibility on the playground?
___	___	hall duty?
___	___	schedules of specialists?
___	___	lunch orders and schedules?
___	___	fire drill procedure?
___	___	civil defense procedure?
___	___	method of checking daily attendance?
___	___	handling of attendance reports?
___	___	procedures for excusing children to leave the classroom?
___	___	schedule of subjects and activities?
___	___	staff meeting procedures?
___	___	responsibility in the lunch room?
___	___	accident reports?
___	___	rules governing discipline?
___	___	bus regulations?
___	___	general care of classroom?

**Can you locate:****Comments/Notes for Applicable Items**

First Assign	Second Assign
-----------------	------------------

---

___	___	the central office?
___	___	the supply rooms?
___	___	the library?
___	___	the cafeteria?
___	___	the playground areas?
___	___	the duplicating facilities?
___	___	the technology aids?
___	___	the professional library?

**Do you have:**

First Assign	Second Assign
-----------------	------------------

---

___	___	a desk of your own?
___	___	a definite conference time with your cooperating teacher?
___	___	a teacher's copy of texts?
___	___	a copy of the teacher's school policy handbook?
___	___	a procedure for requisitioning supplies?
___	___	a school calendar of activities?

**Do you know about:**

First Assign	Second Assign
-----------------	------------------

---

___	___	nurse's services?
___	___	guidance services?
___	___	speech therapist?

**Do you know about:** (cont'd)**Comments/Notes for Applicable Items**

First	Second
Assign	Assign

---

_____	_____	psychologist?
_____	_____	social worker?
_____	_____	field trip procedures?
_____	_____	reading specialist?
_____	_____	testing program?
_____	_____	use of library facilities by the children?
_____	_____	instructional materials available?
_____	_____	inclusionary philosophy of the school district?

**Have you met or conferred with:**

First	Second
Assign	Assign

---

_____	_____	the principal/local education authority?
_____	_____	other classroom teachers?
_____	_____	the custodians?
_____	_____	the secretaries?
_____	_____	any parents?
_____	_____	support staff?

**First Placement Signature of Completion****Second Placement Signature of Completion**

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Student Teacher

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Student Teacher

## Appendix E

### Placement Overview & Takeover Schedule

- Describe the **district-level** characteristics.
  - Possible information included should involve: population served (# of students, SES data/# students on free or reduced lunch, racial/ethnicity data), number of schools in district, number of teachers employed, etc.
- Describe the **building-level** characteristics.
  - Possible information included should involve: population data, grade levels present in the school, number of students served, number of teachers (general education teachers/special education teachers), and special personnel working in the building (e.g., paraprofessionals, guidance counselor, speech therapist, etc).
- Describe the **classroom-level** characteristics.
  - Include the student demographic information (gender breakdown, race/ethnicity/ ELL data, number of students receiving special education services), grade level, class size, type of special education support (if applicable), & the number of adults in the classroom and their roles. Also, include the subject areas taught: both academic and non-academic.
- Outline the **Takeover Schedule**.
  - Include each week and subject area(s) in which full responsibility for teaching will occur (i.e., lesson planning, having plans pre-approved by cooperating teacher, delivering instruction, reflecting upon teaching and adjusting future instruction), detailing the progression of subjects taken on, what the “full load” will look like, and then how subjects will be given back to the teacher gradually before the placement ends. The student teacher should be taking over FULL responsibility for teaching for at 2-3 weeks of the placement.
  - Simplified example:
    - Week 1
      - i. Observe and assist teacher in all subjects
    - Week 2
      - i. morning meeting/circle time/calendar
      - ii. Spelling
    - Week 3
      - i. morning meeting/circle time/calendar
      - ii. Spelling
      - iii. Math (large group direct instruction & learning centers)

## **Appendix F**

### **Supplemental Teaching Tool**

- I. Title of tool created
- II. Photograph(s) or hard copy of teaching tool
- III. Explanation/Rationale
  - a. Target group developed for
  - b. Applicable subject area
  - c. Connection to specific student needs
- IV. Evaluation of tool
  - a. Description of implementation
  - b. Effectiveness of tool
    - i. Student reactions or data collected on tool use
  - c. Future applications or changes to make on tool

## **Appendix G**

### **Learning Centers**

A total of 3 Learning Centers must be developed and implemented. The centers do not have to be used in one class period but can be separate centers dispersed across various classes or even subject areas.

For each center, the following information must be detailed:

- I. Title of Learning Center
- II. Learning Objective(s) & Standard(s) the center will address
- III. Photograph(s) or hard copies of materials utilized
- IV. Detailed description of the center
  - a. Activities (how to implement the center) and integrated assessment
- V. Evaluation of the center
  - a. Effectiveness based upon observations and data
    - i. Student reactions
  - b. Future changes to make



## LESSON PLAN FORMAT

Name:  
Date:

### I. LESSON FOUNDATION

Lesson Title:  
Unit Title:  
Grade Level(s):  
Subject Area(s)/Subject Content Explanation:

Lesson Number w/in Unit:

Time Allotted:

**Standard(s)/Anchors:** PA Academic Standards/Anchors describe what students should demonstrate and be able to do as a result of instruction. Common Core Standards may be used by school districts to represent a set of expectations for student knowledge and skills that high school graduates need to master to succeed in college and careers.

**Essential Question(s):** An essential question establishes content knowledge and connects that knowledge to the topic at hand and to the student's prior knowledge. Essential questions should be embedded throughout the introduction, procedures, and closure of a lesson or unit of study.

**Instructional Objective(s):** A clearly delineated statement of what a student will demonstrate or do after instruction has occurred. This should specify the condition, performance, and criterion.

**Formative Assessment:** The assessment process that occurs during instruction and learning activities.

**Summative Assessment:** The assessment process that occurs after instruction and learning activities. If the lesson is a component of a unit of study, describe how students will demonstrate mastery of material and how it will be measured.

### II. LESSON BODY

**INTRODUCTION:** A process to engage/activate student learning, interest and prior knowledge. This activity and instruction relate the experiences of the students to the objectives of the lesson. An "Instructional Set" may include a motivational device, connection to prior learning and real life experiences, relevance to future learning, stated connection to instructional objective and academic standards or the essential questions to be addressed in lesson.

**TEACHING PROCEDURES:** The step-by-step process/procedure for teaching information, concepts and skills identified in the instructional objectives.

**Must include:**

**\*Description of Method(s) Used to Present Subject Matter** - Explicitly and sequentially describe how you will teach/present the lesson's concepts to your students and the multiple approaches you will use. Include the learning activities, processes, procedures and or strategies that support the lesson.

**\*Guided Practice** - Explicitly and sequentially describe the opportunities provided to students for practice and application of skills under direct teacher supervision. This may involve modeling, use of prompt hierarchies and use of key discussion questions to stimulate thought and provoke inquiry.

**\*Independent Practice** - Explicitly and sequentially describe the opportunities provided to students to practice and apply skills independently. This provides a platform for formative assessment practices and connection to lesson objectives.

**CLOSURE:** A process designed to bring a lesson presentation to an appropriate conclusion. Used to help students bring things together in their own minds, to use, apply and extend what has just been taught. The lesson summary includes a review of central lesson concepts and/or essential questions, a preview of future learning, an application to daily living or an expansion/extension of concept.

### III. LESSON ESSENTIALS

**DIFFERENTIATED LEARNING ACTIVITIES:** Specific activities designed to provide for the instructional needs of ALL students (e.g., learning profile, ethnicity, ability, gender). Learning profiles can include student interests, readiness, and learning styles.

Instruction should be differentiated through: 1) content, 2) process, 3) product, and/or 4) learning environment. Describe how differentiation meets the learning needs of students in your classroom and research-based strategies utilized to optimize learning.

Additional individualized strategies as mandated by IEPs and 504 plans include:

**INSTRUCTIONAL RESOURCES, MATERIALS AND TECHNOLOGY:** List all materials, resources and technology utilized in the instruction of a lesson.

### IV. POST-LESSON REFLECTION:

**ANALYSIS OF STUDENT LEARNING:** Review of data and documented evidence of lesson results as related to instructional objectives or standards.

**ANALYSIS OF TEACHING:** Include modifications/recommendations of current instruction for future application on 1) planning and preparation, 2) classroom environment, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.

\*Approved by COE Assessment Committee 5-8-13

## Special Education Lesson Plan Assignment for SPECED 461/561: Student Teaching Seminar

### GENERAL OVERVIEW OF THE SPECIAL EDUCATION LESSON PLAN ASSIGNMENT

This special education lesson plan is used to plan and implement lessons in the special education student teaching placement. The special education lesson plan and special education rubric were used as assignments in other classes to prepare for this student teaching assignment. For this assignment, you will design and implement one special education lesson plan following the directions provided. To facilitate candidates' demonstration of the understanding of the link between teacher directives, expected student responses, material usage, data collection, and analysis, the directions have been adapted to guide you in writing the assigned lesson plan.

The lesson plan format and directions support key components for developing, implementing, and reflecting upon the lesson. The components are: content and skill selection, standards, instructional objective, formative and summative assessment, introduction, instructional methods, guided practice, independent practice, closure, differentiated activities, instructional resources, materials, and technology, analysis of student learning, and analysis of teaching.

Using the lesson plan components, the special education lesson plan rubric (teacher candidate performance expectations), and in collaboration with your co-operating teacher and other professionals, develop one special education lesson that will be implemented and then submitted as a required assignment for this course. In planning, implementing, and reflecting on your lesson plan, you are required to meet with your cooperating teacher and other relevant professionals\* (e.g., university supervisor, paraeducators, general education teachers, related service providers, and families). The input from this collaboration must be considered throughout the lesson plan process. To demonstrate your collaboration, the attached form must be completed with verification (e.g., signature, e-mail). The completed lesson plan will be assessed using the Special Education Lesson Plan Rubric.

Candidates must meet CEC Initial Preparation Standards on this assessment to pass SPECED 461/561. If on the initial submission of the plan, the candidate does not meet standards, the plan must be revised and submitted until standards are met. The meeting of standards is defined as having an average rating of "meets expectations" across the assessment.

### SPECIAL EDUCATION LESSON PLAN DIRECTIONS FOR EACH COMPONENT

Describe what you will say or do for each component in the lesson.

#### SPECIFIC LESSON PLAN DIRECTIONS –SKILL SELECTION

Select the content area (e.g., Reading, Mathematics, Life Skills) and the skill to be taught (identified from the scope and sequence for that content area).

#### SPECIFIC LESSON PLAN DIRECTIONS – LESSON FOUNDATION

1. Standard(s)/Anchors: Select a PA Common Core Standard(s) that aligns with the grade level content and curricular scope and sequence. The standard(s) describes what students should demonstrate and be able to do as a result of the instruction; it sets expectations for student knowledge and skills.
2. Instructional Objective(s): Write an objective(s) that depicts and measures rigorous academic and social learning goals for students with exceptionalities. The objective(s) should specify the condition, learner, measurable behavioral performance, and criteria.
  - a. Condition - Describe the circumstance under which the skill will be taught.
  - b. Learner - Write "the learner will..."

- c. Behavior - Clearly delineate what the learner with exceptionalities will demonstrate after instruction has occurred; ensure alignment with the standard(s).
  - d. Criteria - Describe the level of performance expected of the learner with exceptionalities, and the number of trials required to achieve the objective.
- 3. Formative and Summative Assessment: Identify the assessment tools and procedures that will be used to assess the student, and state when to administer each assessment(s) (i.e., prior to, during, and/or after instruction). Describe the recording system that will be used to document student responses and errors. Examples, such as recorded observations, student artifacts, performance tasks, or self-evaluation may be used to engage learners in their own growth.

#### **SPECIFIC LESSON PLAN DIRECTIONS – LESSON BODY**

**TEACHING PROCEDURES:** Describe the step-by-step process/procedure for teaching a concept(s) and/or skill(s) identified in the instructional objective(s). Include all five components as listed below.

1. Introduction: Describe how you will introduce the academic standard(s), objective(s), and/or essential question(s) to be addressed in the lesson. Include a motivational device or strategy such as, self-questioning, predicting, brainstorming, or using graphic organizers. The introductory activity you describe should connect to prior learning and link to current learning and include an explanation of why the concept/skill to be learned is important.
2. Instructional Methods Used to Present Subject Matter: Explicitly and sequentially describe how you will teach the lesson's concept(s) or skill(s) using evidence-based and differentiated instructional practices that address your lesson's objective(s). Include how you will model and provide a variety of examples to support student learning of the concept or skill being taught.
3. Guided Practice: Explicitly and sequentially describe the opportunities you will provide to students for practice and application of the concept or skill being taught under your direct supervision. This may involve modeling, use of prompt hierarchies, task analysis, differentiated activities. Include how you will give frequent feedback and correction.
4. Independent Practice: Explicitly and sequentially describe the opportunities you will provide to students to practice and apply the concept or skill independently. Ensure that the practice activities specified are meaningful, challenging, and aligned with the learning objective(s), and provide for errorless learning.
5. Closure: Describe how you will summarize/conclude the lesson to help students bring together the concept or skill, and to use, apply, generalize to other learning environments and extend what has been taught.

#### **SPECIFIC LESSON PLAN DIRECTIONS – LESSON ESSENTIALS**

1. Differentiated Learning Activities: Describe how you will differentiate instruction to meet the learning needs of all students, including those with exceptionalities, in terms of content, process, product, or environment.
2. Accommodations Modifications: Describe how you will adjust instruction to meet the learning needs of students with exceptionalities. Include any individualized strategies (e.g., strategies identified in students' IEPs and/or 504 plans) relevant to this lesson including, but not limited to: Scheduling, Setting, Materials, Instruction, Student Response, Assessment, Grading and Testing.
3. Instructional Resources, Materials, and Technology: List all materials, resources and technology utilized in the instruction of a lesson.

#### **SPECIFIC LESSON PLAN DIRECTIONS – POST-LESSON REFLECTION**

1. Analysis of Student Learning: Review the formative and/or summative assessment data collected during your lesson. Analyze the results and report the evidence of student learning as related to the instructional objective(s). Compare your pre- and post-assessment data. As a result of the data analysis, describe what you will do to improve and/or enhance student performance.
2. Analysis of Teaching: Through reflection, describe your areas of strength and need for each component of your lesson and the effectiveness of instruction as reflected by student learning. Describe and support the modifications and recommendations based on your reflection, in collaboration with professionals and in support of the literature.

**Verification of Collaboration Form—Lesson Plan**

Complete this form after each collaborative meeting or consultation. Ensure that each member in attendance (e.g., cooperating teacher, university supervisor, paraeducators, general education teachers, related service providers, grade-level team, and families) signs this form.

Date/Time	Person(s)	Feedback		Signature(s)*

Use additional paper as needed.

## Scoring Rubric for Special Education Lesson Plan

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidates write goals/objectives aligned with standards. CEC 6.1</b>	<p>The candidate designs and communicates lesson objectives that are observably aligned to the CEC and PA Common Core Standards and support all students with exceptionalities in meeting rigorous learning goals.</p> <p>Candidate uses the lesson objectives as a means to target instruction and determine impact of instruction on the learning of students with exceptionalities.</p>	<p>The candidate designs and communicates lesson objectives that are observably aligned to the CEC and PA Common Core Standards and support all students with exceptionalities in meeting rigorous learning goals.</p> <p>Candidate uses the lesson objectives as a means to target instruction for students with exceptionalities.</p>	<p>The candidate designs and may or may not communicate lesson objectives that are observably but not necessarily meaningfully aligned to the CEC or PA Common Core Standards. Additionally, the candidate writes lesson objectives that may or may not support students with exceptionalities in meeting identified learning goals.</p> <p>OR</p> <p>Candidate uses the lesson objectives as a means to target instruction for students with exceptionalities; however, the candidate uses lesson objectives that are not in alignment with the needs of the students with exceptionalities.</p>	<p>The candidate designs and/or communicates lesson objectives that are not meaningfully aligned to the CEC or PA Common Core Standards. Additionally, the candidate writes lesson objectives that do not support students with exceptionalities in meeting identified learning goals.</p> <p>AND</p> <p>Candidate uses the lesson objectives as a means to target instruction for students with exceptionalities; however, the candidate uses lesson objectives that are not in alignment with the needs of the students with exceptionalities.</p>
<b>Candidates demonstrate knowledge of learner development and individual learner differences in the lesson planning. CEC 1.1, 1.2</b>	<p>The candidate demonstrates an understanding of the impact of learner development and individual differences on instructional planning by designing and implementing meaningful and challenging academic and social learning experiences for students with exceptionalities that are developmentally appropriate and culturally responsive (language, culture, and family background).</p> <p>Candidate <u>differentiates</u> learning experiences based on the students' interests, learning preferences, and communication needs.</p>	<p>The candidate demonstrates an understanding of the impact of learner development and individual differences on instructional planning by designing and implementing meaningful and challenging academic or social learning experiences for students with exceptionalities that are developmentally appropriate and culturally responsive (language, culture, and family background).</p> <p>Candidate <u>individualizes</u> learning experiences based on the students' interests, learning preferences, and communication needs.</p>	<p>The candidate demonstrates a limited understanding of the impact of learner development and individual differences on instructional planning by designing academic or social learning experiences for students with exceptionalities that are not developmentally appropriate or culturally responsive (language, culture, and family background).</p> <p>However, while implementing the lesson the candidate does not tailor learning experiences to the students' interests, learning preferences, and communication needs.</p>	<p>The candidate demonstrates a limited understanding of the impact of learner development and individual differences on instructional planning by designing academic or social learning experiences for students with exceptionalities that are not developmentally appropriate or culturally responsive (language, culture, and family background).</p> <p>Additionally, while implementing the lesson the candidate does not tailor learning experiences to the students' interests, learning preferences, and communication needs.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidates demonstrate in their planning and teaching, an understanding of general and specialized curricular content knowledge. CEC 3.1, 3.2</b>	<p>The candidate demonstrates knowledge of general and specialized curricula in planning and delivering instruction by presenting key concepts related to the lesson objective in a systematic and errorless manner. Candidate provides a variety of examples that support student learning.</p> <p>Candidate differentiates learning by utilizing methods, curricular content, and student products that will result in meaningful learning progressions within and across curricular domains for students with exceptionalities.</p>	<p>The candidate demonstrates knowledge of general and specialized curricula in planning and delivering instruction by presenting key concepts related to the lesson objective in a systematic and errorless manner.</p> <p>Candidate individualizes learning by selecting methods and curricular content that will result in meaningful learning progressions for students with exceptionalities.</p>	<p>The candidate demonstrates limited knowledge of general and specialized curricula in planning and delivering instruction by presenting key concepts that relate to the lesson objective, but the candidate makes errors in presentation. When errors are made, the candidate self-corrects or responds to a prompt from a cooperating professional/university supervisor.</p> <p>Given the candidate makes errors in the design and/or presentation of content, the learning progressions of students with exceptionalities are negatively impacted.</p>	<p>The candidate demonstrates unacceptable knowledge of general and specialized curricula in planning and delivering instruction by presenting key concepts that may or may not relate to the lesson objective. Errors in presentation of the content are observed. When errors are made, the candidate does not self-correct or respond to a prompt from a cooperating professional/university supervisor.</p> <p>Given the candidate makes errors in the design and/or presentation of content, the learning progressions of students with exceptionalities are negatively impacted.</p>
<b>Candidates adapt instruction to increase curricular access and improve learning. CEC 3.3</b>	<p>The candidate designs and implements curricular adaptations that are tailored to the needs of students with exceptionalities to make content knowledge accessible and improve student learning. Candidate selects adaptations that foster learner independence, and can be used across curricular areas.</p>	<p>The candidate designs and implements curricular adaptations that are tailored to the needs of students with exceptionalities to make content knowledge accessible and improve student learning. Candidate selects adaptations that foster learner independence in the current setting, but the adaptations may not be viable across curricular areas.</p>	<p>The candidate designs curricular adaptations that are tailored to the students' needs to make content knowledge accessible, but the candidate does not incorporate the adaptations into the instructional delivery. Consequently, it is not evident that the adaptations could improve student learning.</p>	<p>The candidate designs curricular adaptations that are not tailored to the students' instructional needs. Therefore, it is not evident that the candidate makes content knowledge accessible for students with exceptionalities.</p>

<b>Components</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Inconsistently Meets Expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>
<b>Candidates use formative and summative assessments that are aligned with lesson objectives and CEC Standards. CEC 4.1, 4.2</b>	<p>The candidate demonstrates knowledge of formative and summative assessment in the planning and implementing of instruction by selecting and using formative and summative assessments that are culturally responsive, align with student interests, monitor learner progress, and guide instructional decision making.</p> <p>Candidate designs and utilizes a record keeping system within the lesson plan that monitors students' responses as well as errors within the lesson. Based on student responses, the candidate adjusts instruction to meet the needs of the students with exceptionalities.</p>	<p>The candidate demonstrates knowledge of formative and summative assessment in the planning and implementing of instruction by selecting and using formative and summative assessments that are culturally responsive and monitor learner progress and guide instructional decision making.</p> <p>Candidate designs and utilizes a record keeping system within the lesson plan that monitors students' responses within the lesson. Based on student responses, the candidate adjusts instruction to meet the needs of the students with exceptionalities.</p>	<p>The candidate demonstrates limited knowledge of formative and summative assessment in the planning and implementing of instruction by selecting formative and summative assessments that are culturally responsive, but do not effectively monitor learner progress and assist the candidate in making instructional decisions.</p> <p>OR</p> <p>Candidate designs and utilizes a record keeping system within the lesson plan that monitors students' responses within the lesson. At the conclusion of the lesson, the candidate examines student responses to determine where adjustments to instruction should have been made.</p>	<p>The candidate demonstrates unacceptable knowledge of formative and summative assessment in the planning and implementing of instruction by selecting formative and summative assessments that are culturally responsive, but do not effectively monitor learner progress and assist the candidate in making instructional decisions.</p> <p>AND</p> <p>Candidate designs and utilizes a record keeping system within the lesson plan that does not effectively monitor students' responses within the lesson. Due to the lack of meaningful data, candidate cannot use the data to determine where adjustments to instruction should have been made.</p>



Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidates take into consideration the student with exceptionalities learning needs during instructional planning and selection of teaching strategies. CEC 5.1, 5.3, 5.6</b>	<p>The candidate demonstrates knowledge of instructional planning and strategies by selecting, adapting, and using a range of evidence-based instructional strategies that address the individual interests, abilities, needs and background of students with exceptionalities.</p> <p>Candidate seamlessly integrates explicit instruction techniques and modifications, and incorporates accommodations (inclusive of AAC systems and AT to support the language and communication needs of the learner) to improve student learning of and access to the instructional content and activities.</p> <p>Candidate designs instruction that encourages students with exceptionalities to use and apply skills in other learning environments.</p>	<p>The candidate demonstrates knowledge of instructional planning and strategies by selecting, adapting, and using a range of evidence-based instructional strategies that address the individual interests, abilities, needs and background of students with exceptionalities.</p> <p>Candidate seamlessly integrates explicit instruction techniques and modifications, and incorporates accommodations (inclusive of AAC systems and AT to support the language and communication needs of the learner) to improve student learning of and access to the instructional content and activities.</p> <p>Candidate designs instruction that encourages students with exceptionalities to use and apply skills within the classroom.</p>	<p>The candidate demonstrates limited knowledge of instructional planning and strategies by selecting adapting, and using instructional strategies that do not address the individual interests, abilities, needs and background of students with exceptionalities.</p> <p>OR</p> <p>Candidate attempts to integrate explicit instructional techniques and incorporates modifications or, accommodations (inclusive of AAC systems and AT to support the language and communication needs of the learner) to improve student learning of and access to the instructional content and activities;</p> <p>however, it is not clear how students with exceptionalities will access the content and activities.</p> <p>AND</p> <p>Candidate designs instruction that does not encourage students with exceptionalities to use and apply skills within the classroom.</p>	<p>The candidate demonstrates unacceptable knowledge of instructional planning and strategies by selecting, adapting, and using instructional strategies that do not address the individual interests, abilities, needs and background of students with exceptionalities.</p> <p>AND</p> <p>Candidate does not use explicit instructional techniques, modifications, or accommodations (inclusive of AAC systems and AT to support the language and communication needs of the learner) to improve student learning of and access to the instructional content and activities.</p> <p>AND</p> <p>Candidate designs instruction that does not encourage students with exceptionalities to use and apply skills within the classroom.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidates reflect on the impact of the lesson on students with exceptionalities.</b> CEC 6.1, 6.2, 6.4	<p>The candidate demonstrates knowledge of reflection by discussing the effective and ineffective components of the lesson including curricular content, method selection, and activity selection.</p> <p>Candidate supports the discussion with examples from the lesson and supporting assessment data. For the areas in which the candidate is ineffective, the candidate is able to use professional literature to support the changes that could be made to improve the impact on student learning.</p>	<p>The candidate demonstrates knowledge of reflection by discussing the effective and ineffective components of the lesson including curricular content, method selection, and activity selection.</p> <p>Candidate supports the discussion with examples from the lesson and supporting assessment data. For the areas in which the candidate is ineffective, the candidate is able to use professional literature to support the changes that could be made to improve the impact on student learning.</p>	<p>The candidate demonstrates limited knowledge of reflection by discussing only the effective or ineffective components of the lesson including curricular content, method selection, and activity selection.</p> <p>OR</p> <p>Candidate does not support the discussion with examples from the lesson and supporting assessment data. For the areas in which the candidate is ineffective, the candidate selects professional literature to support the changes that could be made to improve the impact on student learning, but it is not evident how the literature supports the change.</p>	<p>The candidate demonstrates limited knowledge of reflection by discussing only the effective or ineffective components of the lesson including curricular content, method selection, and activity selection.</p> <p>AND</p> <p>Candidate does not support the discussion with examples from the lesson and supporting assessment data. For the areas in which the candidate is ineffective, the candidate selects professional literature to support the changes that could be made to improve the impact on student learning, but it is not evident how the literature supports the change.</p>
<b>Candidates collaborate with colleagues in the instructional planning and delivery of the lesson.</b> CEC 7.3	<p>The candidate collaborates with professional educators (e.g., teachers, grade level team, paraeducators) and families during lesson planning and implementation by incorporating their ideas to create culturally responsive learning environments that meaningfully involve students with exceptionalities in lesson learning activities and positive social interactions, and to promote the well-being of students with exceptionalities.</p>	<p>The candidate demonstrates collaboration with professional educators (e.g., teachers, grade level team, paraeducators) during lesson planning and implementation by incorporating their ideas to create culturally responsive learning environments that meaningfully involve students with exceptionalities in the lesson learning activities and positive social interactions, and to promote the well-being of students with exceptionalities.</p>	<p>The candidate consults with colleagues; however, the candidate does not appear to incorporate ideas of professional educators (e.g., teachers, grade level team, paraeducators) during lesson planning and implementation to create culturally responsive learning environments that meaningfully include students with exceptionalities in the lesson learning activities and positive social interactions, and may or may not promote the well-being of students with exceptionalities.</p>	<p>The candidate consults with colleagues when prompted by the cooperating teacher; however, the candidate does not incorporate ideas of the professional educators (e.g., teachers, grade level team, paraeducators) during lesson planning and implementation to create culturally responsive learning environments that meaningfully involve students with exceptionalities in the lesson learning activities and positive social interactions, and to promote the well-being of students with exceptionalities.</p>

**Table I**  
**ELEMENTS OF A PERFORMANCE OBJECTIVE**

<b>Conditions (Givens)</b>	<b>Actual Behavior (Action Verb)</b>	<b>Measurement Standard</b>
<p>One-hour exam In front of class Without reference When presented with a typed list Given a slide rule Random sample W/o dictionary Using three sounds 10-minute quiz using a 10-key adding machine given a blueprint without a scale drawing using a shop manual without calipers</p> <p><b>Suggestion:</b> What are the givens, the limitations, the restrictions which are imposed on the pupil when demonstrating the terminal behavior? They might include information, tools, equipment, source, materials to be or not to be used.</p>	<p>To Write Point Touch Underline Distinguish Identify Construct Answer Name Order Describe State Apply rule Demonstrate Interpret Compile Discriminate Compute Etc.</p> <p><b>Suggestion:</b> Use clear action verbs which are observable.</p>	<p>90 percent correct four out of five list four steps 10 words correctly distinguish 3 main ideas nearest percent nearest tenth 100 percent accuracy in alphabetical order 50 wpm for 5 minutes nearest thousandth</p> <p><b>Suggestion:</b> How effectively is the behavior performed? What is the minimum acceptable level of performance required to indicate mastery of the objective?</p>

## Appendix J

### Action Verbs Useful in Specifying Student Outcomes

#### GENERAL AREAS OF BEHAVIOR

##### General Discriminative Behaviors

choose  
collect  
define  
describe  
detect  
differentiate

discriminate  
distinguish  
identify  
indicate  
isolate  
list

match  
omit  
order  
place  
point  
select

##### Social Behaviors

accept  
agree  
aid  
allow  
answer  
argue  
communicate  
compliment  
contribute  
cooperate  
dance  
disagree

discuss  
excuse  
express  
follow  
forgive  
greet  
help  
interact  
invite  
join  
laugh  
meet

participate  
permit  
play  
praise  
react  
remain  
smile  
talk  
thank  
volunteer  
wait

##### Language Behaviors

abbreviate  
accent  
alphabetize  
articulate  
associate  
call  
capitalize  
demonstrate  
edit  
hyphenate  
identify  
indent

look to  
outline  
print  
pronounce  
punctuate  
read  
recite  
repeat  
say  
sign  
select  
speak

spell  
state  
summarize  
syllabicate  
tell  
turn to  
translate  
use  
verbalize  
whisper  
write

### Motor Behaviors

balance  
build  
catch  
copy  
crawl  
cut  
fold  
gallop

grasp  
hold  
jump  
kick  
kneel  
lift  
paste  
print

roll  
sit  
stack  
thread  
throw  
track  
walk

### Study Behaviors

arrange  
categorize  
chart  
cite  
circle  
classify  
compile  
copy  
diagram  
find

follow  
gather  
itemize  
label  
locate  
look  
map  
mark  
mate  
name

organize  
quote  
record  
reproduce  
search  
sort  
underline

### Self-Care Behaviors

bite  
brush  
clean  
close  
drink  
dry  
eat  
fasten

feed  
hold  
open  
put on  
reach  
replace  
retain  
scoop

secure  
sit  
snap  
swallow  
take off  
wash  
zip

## **ATTITUDES AND VALUES**

### Responding

answers  
attempts  
begins

notes  
participates in  
responds to

clarifies

### Complying

Carries out  
Completes

does  
follows

meets  
submits

### Accepting

articulates  
carries out  
chooses  
completes  
contributes  
describes

does  
identifies  
offers  
selects  
states

submits  
supports  
undertakes  
volunteers

### Preferring

advocates  
asks for  
avoids  
challenges  
chooses  
defends  
describes  
displays

identifies  
initiates  
invites  
justifies  
offers  
praises  
presents  
promotes

proposes  
recommends  
seeks  
states  
takes  
undertakes  
volunteers

## **BEHAVIORS LISTED ACCORDING TO BLOOM'S TAXONOMY**

### Observing

cites  
describes  
expresses  
indicates  
lists

names  
points out  
points to  
records  
relates

reports  
shares  
states  
identifies

### Remembering

chooses  
cites  
describes  
lists  
matches

names  
points out  
relates  
repeats  
reports

reproduces  
restates  
states  
tells  
writes

### Interpreting

demonstrates  
depicts  
dramatizes  
draws  
enacts  
explains  
expresses

graphs  
illustrates  
pantomimes  
paraphrases  
presents  
renders  
rephrases

restates  
retells  
role plays  
simulates  
sketches  
states in own words

### Comparing

cites  
describes  
explains  
expresses

lists  
names  
outlines  
points out

reports  
states

### Classifying

arranges  
catalogs  
graphs  
labels

names  
outlines  
places  
rearranges

sorts  
tabulates

### Generalizing

abstracts  
expresses  
groups

identifies  
presents  
proposes

relates

### Inferring

expresses  
formulates  
identifies

presents  
proposes  
relates

states

### Analyzing

cites  
describes  
expresses

illustrates  
lists  
outlines

points out  
relates

### Synthesizing

assembles  
constructs  
depicts  
explains

expresses  
illustrates  
makes  
presents

produces  
proposes  
puts together  
relates

### Hypothesizing

expresses  
identifies  
invents

guesses  
proposes  
presents

speculates  
relates  
states

### Predicting

estimates  
expresses  
identifies

presents  
proposes  
relates

speculates  
states

### Evaluating

argues  
classifies  
compares

criticizes  
describes  
equates

explains  
justifies  
supports

These listings were provided by two sources from Allegheny Intermediate Unit. Verbs relating to Attitude and Bloom's Taxonomy appeared in Planned Course Development – Workshop Series, Instructional Support Division. The remainder were from I.U. #3's Central Support Project.



## REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
<b>Bloom's Definition</b>	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
<b>Verbs</b>	<ul style="list-style-type: none"> <li>Choose</li> <li>Define</li> <li>Find</li> <li>How</li> <li>Label</li> <li>List</li> <li>Match</li> <li>Name</li> <li>Omit</li> <li>Recall</li> <li>Relate</li> <li>Select</li> <li>Show</li> <li>Spell</li> <li>Tell</li> <li>What</li> <li>When</li> <li>Where</li> <li>Which</li> <li>Who</li> <li>Why</li> </ul>	<ul style="list-style-type: none"> <li>Classify</li> <li>Compare</li> <li>Contrast</li> <li>Demonstrate</li> <li>Explain</li> <li>Extend</li> <li>Illustrate</li> <li>Infer</li> <li>Interpret</li> <li>Outline</li> <li>Relate</li> <li>Rephrase</li> <li>Show</li> <li>Summarize</li> <li>Translate</li> </ul>	<ul style="list-style-type: none"> <li>Apply</li> <li>Build</li> <li>Choose</li> <li>Construct</li> <li>Develop</li> <li>Experiment with</li> <li>Identify</li> <li>Interview</li> <li>Make use of</li> <li>Model</li> <li>Organize</li> <li>Plan</li> <li>Select</li> <li>Solve</li> <li>Utilize</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Assume</li> <li>Categorize</li> <li>Classify</li> <li>Compare</li> <li>Conclusion</li> <li>Contrast</li> <li>Discover</li> <li>Dissect</li> <li>Distinguish</li> <li>Divide</li> <li>Examine</li> <li>Function</li> <li>Inference</li> <li>Inspect</li> <li>List</li> <li>Motive</li> <li>Relationships</li> <li>Simplify</li> <li>Survey</li> <li>Take part in</li> <li>Test for</li> <li>Theme</li> </ul>	<ul style="list-style-type: none"> <li>Agree</li> <li>Appraise</li> <li>Assess</li> <li>Award</li> <li>Choose</li> <li>Compare</li> <li>Conclude</li> <li>Criteria</li> <li>Criticize</li> <li>Decide</li> <li>Deduct</li> <li>Defend</li> <li>Determine</li> <li>Disprove</li> <li>Estimate</li> <li>Evaluate</li> <li>Explain</li> <li>Importance</li> <li>Influence</li> <li>Interpret</li> <li>Judge</li> <li>Justify</li> <li>Mark</li> <li>Measure</li> <li>Opinion</li> <li>Perceive</li> <li>Prioritize</li> <li>Prove</li> <li>Rate</li> <li>Recommend</li> <li>Rule on</li> <li>Select</li> <li>Support</li> <li>Value</li> </ul>	<ul style="list-style-type: none"> <li>Adapt</li> <li>Build</li> <li>Change</li> <li>Choose</li> <li>Combine</li> <li>Compile</li> <li>Compose</li> <li>Construct</li> <li>Create</li> <li>Delete</li> <li>Design</li> <li>Develop</li> <li>Discuss</li> <li>Elaborate</li> <li>Estimate</li> <li>Formulate</li> <li>Happen</li> <li>Imagine</li> <li>Improve</li> <li>Invent</li> <li>Make up</li> <li>Maximize</li> <li>Minimize</li> <li>Modify</li> <li>Original</li> <li>Originate</li> <li>Plan</li> <li>Predict</li> <li>Propose</li> <li>Solution</li> <li>Solve</li> <li>Suppose</li> <li>Test</li> <li>Theory</li> </ul>

## Appendix L

### Unit Plan Format

**1. Unit Author(s)/First and Last Name:**

Course/School Name:

**2. Introduction/General Information**

- Unit Title/Theme
- Number of Lessons w/in Unit
- Subject Areas of Interdisciplinary Integration
- Grade Level(s)
- Unit Summary and Rationale

**3. Standards/Anchors**

**4. Unit Goals**

**5. Essential Question(s) for the Unit**

**6. Pre-Assessment:** Completed at the start of the unit to determine the baseline of student knowledge and competencies. Use pre-assessment data when analyzing student learning and teaching at the end of the Unit plan reflection.

**7. Content—Daily Lesson Plans** (Use the prescribed lesson plan format)

**8. Integration of Resources and Technology:** List all materials, resources and technology (e.g., multimedia, technology, lab equipment, outside expert) utilized in the instruction of the unit. If technology is excluded, provide an instructionally sound rationale for its absence.

**9. Differentiated Learning Activities:** Include research-based strategies that challenge all learners. Include context of the learners as a rationale for differentiation:

- Describe important characteristics of the learners in your classroom: number of learners and gender, race/ethnicity, school socio-economic status, special needs, and language proficiency (as defined by Field Experience Diversity Requirements).
- Explain the specific activities that differentiate the content, process, product, and/or learning environment designed to provide advanced achievement for all learners.
- Explain the accommodations made for learners with disabilities (IEPs).

Differentiation within the unit plan for a university course is up to the discretion of the professor (e.g., simulation experience).

**10. Summative Assessment/Post-Assessment** - Related directly to pre-assessment to evaluate degree of student learning after unit is taught and which match unit goals and lesson plan objectives. Summative assessments include chapter/unit tests, writing projects, quizzes, or ongoing projects, etc.

**11. Reflection**—Completed after implementation of unit plan: Utilize pre-assessment data to assist your reflection. Within a university course, provide questions you may pose to yourself for evaluating student learning and your instructional decisions.

- **ANALYSIS OF STUDENT LEARNING:** Analyze assessment data and documented evidence of lesson results and explain to what degree instructional decisions made an impact on student learning and achievement of unit goals and lesson objectives.
- **ANALYSIS OF TEACHING:** Include modifications/recommendations of current instruction for future application on 1) planning and preparation, 2) classroom environments, 3) instruction, and 4) professional responsibilities as related to instructional objectives or standards.

## Special Education Unit Plan Assignment for SPECED 461/561: Student Teaching Seminar

### GENERAL OVERVIEW OF THE SPECIAL EDUCATION UNIT PLAN ASSIGNMENT

This special education unit plan is used to coordinate and implement a series of lessons in the special education student teaching placement. For this assignment, you will design and implement one special education unit plan following the directions provided. To facilitate candidates' demonstration of the understanding of the link between teacher directives, expected student responses, material usage, data collection, and analysis, the directions have been adapted to guide you in writing the assigned unit plan.

The unit plan format and directions support key components for developing, implementing, and reflecting upon the unit. The components are: interdisciplinary content areas and skills selections, standards, unit goals, pre-assessment and summative assessment, essential questions for the unit, integration of resources and technology, differentiated activities, analysis of student learning, and analysis of teaching.

Using the unit plan components, the special education unit plan rubric (teacher candidate performance expectations), and in collaboration with your co-operating teacher and other professionals, develop one special education unit that will be implemented and then submitted as a required assignment for this course. In planning, implementing and reflecting on your unit plan, you are required to meet with your cooperating teacher and other relevant professionals\* (e.g. university supervisor, paraeducators, general education teachers, related service providers, and families). The input from this collaboration must be considered throughout the unit plan process. To demonstrate your collaboration, the attached form must be completed with verification (e.g., signature, e-mail). The completed unit plan will be assessed using the Special Education Unit Plan Rubric.

Candidates must meet CEC Initial Preparation Standards on this assessment to pass SPECED 461/561. If on the initial submission of the plan, the candidate does not meet standards, the plan must be revised and submitted until standards are met. The meeting of standards is defined as having an average rating of "meets expectations" across the assessment.

### SPECIAL EDUCATION UNIT PLAN DIRECTIONS FOR EACH COMPONENT

#### SPECIFIC UNIT PLAN DIRECTIONS – THEME/CONTENT/SKILLS SELECTION

Select the unit title/theme of the unit, the number of lessons within the unit, subject areas of interdisciplinary integration (e.g., Reading, Mathematics, Social Studies), the skills to be taught (identified from the scope and sequence for those content areas), and the rationale for that unit.

#### SPECIFIC UNIT PLAN DIRECTIONS – UNIT FOUNDATION

1. Standard(s)/Anchors: Select a PA Common Core Standard(s) that aligns with the grade level interdisciplinary content areas and curricular scope and sequence. The standard(s) describes what students should demonstrate and be able to do as a result of the instruction; it sets expectations for student knowledge and skills.
2. Unit Goals: Write goals that depict and measure rigorous academic and social learning goals for students with exceptionalities. The goals should specify the condition, learner, measurable behavioral performance, and criteria.
  - a. Condition - Describe the circumstance under which each skill will be taught.

- b. Learner - Write “the learner will...”
  - c. Behavior - Clearly delineate what the learner with exceptionalities will demonstrate after instruction has occurred; ensure alignment with the standard(s).
  - d. Criteria - Describe the level of performance expected of the learner with exceptionalities, and the number of trials required to achieve each goal.
- 3. Pre-Assessment and Summative Assessment: Identify the assessment tools and procedures that will be used to assess the student, and state when to administer each assessment (i.e., prior to and after instruction). Describe the recording systems that will be used to document student responses and errors. Examples, such as recorded observations, student artifacts, performance tasks, or self-evaluation may be used to engage learners in their own growth.

#### SPECIFIC UNIT PLAN DIRECTIONS – UNIT ESSENTIALS

- 1. Essential Questions for the Unit: List the essential questions that will be posed to students that will help students conceptualize the theme of the unit and challenge students to think critically. These essential questions should also help students connect the content/concepts to what they’ve learned previously.
- 2. Content-Daily Lesson Plans: Include all lesson plans pertaining to this unit plan. The lesson plans should follow the established format for this course (see the “general overview of the special education lesson plan assignment” for support).
- 3. Integration of Resources and Technology: List all materials, resources, and technology you will utilize in the instruction of this unit, such as Augmentative or Alternative Communication system(s) and Assistive Technology, to support delivery of instruction, and enhance language and communication for students with exceptionalities.
- 4. Differentiated Learning Activities: Describe how you will differentiate instruction to meet the learning needs of students with exceptionalities. Specify the activities that differentiate the content, process, product, and/or learning environment designed to foster achievement across diverse learners. Include any individualized strategies (e.g., strategies identified in students’ IEPs and/or 504 plans) relevant to this unit.

#### SPECIFIC UNIT PLAN DIRECTIONS – POST-UNIT REFLECTION

- 1. Analysis of Student Learning: Review the pre-assessment and summative assessment data collected during your unit plan. Analyze the results and report the evidence of student learning as related to the instructional goals. Compare your pre- and post-assessment data. As a result of the data analysis, describe what you will do to improve and/or enhance student performance.
- 2. Analysis of Teaching: Through reflection, describe your areas of strength and need for each component of your unit plan and the effectiveness of instruction as reflected by student learning. Describe and support the modifications and recommendations based on your reflection, in collaboration with professionals and in support of the literature.

# Verification of Collaboration Form—Unit Plan

Complete this form after each collaborative meeting or consultation. Ensure that each member in attendance (e.g., cooperating teacher, university supervisor, paraeducators, general education teachers, related service providers, grade-level team, and families) signs this form.

Date/Time		Feedback	Comments	Signature(s)*

Use additional paper as needed.

## Scoring Rubric for Special Education Unit Plan

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidates demonstrate knowledge of learner development, individual differences, and environment in the planning of the unit.</b> <b>CEC 1.1, 1.2</b>	<p>The candidate demonstrates an understanding of the impact of learner development and individual differences on instructional planning by designing and implementing academic and social learning experiences for students with exceptionalities that are developmentally appropriate or culturally responsive (language culture, and family background).</p> <p>Candidate <u>differentiates</u> active and effective learning experiences based on the students’ interests, learning preferences, and communication and safety needs.</p>	<p>The candidate demonstrates an understanding of the impact of learner development and individual differences on instructional planning by designing and implementing academic and social learning experiences for students with exceptionalities that are developmentally appropriate or culturally responsive (language culture, and family background).</p> <p>Candidate <u>individualizes</u> active and effective learning experiences based on the students’ interests, learning preferences, and communication and safety needs.</p>	<p>The candidate demonstrates a limited understanding of the impact of learner development and individual differences on instructional planning by designing academic or social learning experiences for students with exceptionalities that may or may not be developmentally appropriate or culturally responsive (language culture, and family background).</p> <p>Candidate may or may not tailor active and effective learning experiences to the students’ interests, learning preferences, and communication and safety needs.</p>	<p>The candidate demonstrates a limited understanding of the impact of learner development and individual differences on instructional planning by designing academic or social learning experiences for students with exceptionalities that are not developmentally appropriate or culturally responsive (language culture, and family background).</p> <p>Candidate does not tailor active and effective learning experiences to the students’ interests, learning preferences, and communication and safety needs.</p>
<b>Candidates write unit goals and learning objectives that are aligned with academic and CEC Standards.</b> <b>CEC 3.1, 3.2, 6.1</b>	<p>The candidate designs unit goals and learning objectives that are developmentally appropriate, measurable, and meaningfully aligned to the CEC and PA Common Core Standards and address individual student learning outcomes. In addition, the candidate supports the unit goals with learning objectives that are measurable, accurately sequenced, and requires the students with exceptionalities to utilize the unit content across curricular areas.</p>	<p>The candidate designs unit goals and learning objectives that are developmentally appropriate, measurable, and meaningfully aligned to the CEC and PA Common Core Standards and address individual student learning outcomes. In addition, the candidate supports the unit goals with learning objectives that are measurable, accurately sequenced, and tailored to the needs of the students with exceptionalities in the specific curricular area.</p> <p>OR</p> <p>Candidate supports the unit goals with learning objectives that are not measurable, accurately sequenced, or align with the unit goals.</p>	<p>The candidate designs unit goals and learning objectives that may or may not be developmentally appropriate, measurable, and aligned to the PA Common Core Standards. Candidate does not establish a connection between the unit goals and learning objectives and student learning outcomes.</p> <p>AND</p> <p>Candidate supports the unit goals with learning objectives that are not measurable, accurately sequenced, or align with the unit goals.</p>	

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations(1)
<p><b>Candidates select pre- and post- assessments that are aligned with learning objectives and CEC Standards to monitor student progress. CEC 4.1, 4.2</b></p>	<p>The candidate selects multiple types of informal and formal technically sound assessments that minimize bias and data sources that are aligned to monitoring student progress toward unit goals, and lead to making sound individualized instructional decisions and long-range instructional plans.</p> <p>Candidate includes developmentally appropriate pre-assessments to provide baseline on the knowledge of students with exceptionalities, and post-assessments that are aligned with the pre-assessments, and uses technologies to support their selected data sources.</p>	<p>The candidate selects multiple types of informal and formal technically sound assessments that minimize bias, and data sources that are aligned to monitoring student progress toward unit goals, and lead to making sound individualized instructional decisions and long-range instructional plans.</p> <p>Candidate includes developmentally appropriate pre-assessments to provide baseline on the knowledge of students with exceptionalities, and post-assessments that are aligned with the pre-assessments; however, the candidate does not use technology to support or manage data.</p>	<p>Candidate may or may not select multiple types of informal and data sources; however, the assessments are not aligned to monitoring student progress toward unit goals, or lead to making sound individualized instructional decisions and long-range instructional plans.</p> <p>Candidate may or may not include developmentally appropriate pre-assessments to provide baseline on the knowledge of students with exceptionalities, and post-assessments that are aligned with the pre-assessments. Candidate does not use technology to support or manage data.</p>	<p>The candidate does not select multiple types of informal and formal assessments and data sources that are aligned to monitoring student progress toward unit goals, or lead to making sound individualized instructional decisions and long-range instructional plans.</p> <p>Candidate does not include developmentally appropriate pre-assessments to provide baseline on the knowledge of students with exceptionalities, and post-assessments that are aligned with the pre-assessments. Candidate does not use technology to support or manage data.</p>
<p><b>Candidates develop lesson plans within the unit plan that incorporate evidence-based explicit and implicit strategies. CEC 5.1, 5.6, 5.7</b></p>	<p>The candidate incorporates the students' interests, abilities, and cultural/linguistic factors when selecting and using explicit and implicit evidence-based instructional strategies within the unit lessons.</p> <p>Candidate designs instruction and activities that encourage students to think critically to master and generalize the unit content.</p>	<p>The candidate incorporates the students' interests, abilities, and cultural/linguistic factors when selecting and using explicit and implicit evidence-based instructional strategies within the unit lessons.</p> <p>Candidate designs instruction and implements instruction and activities that encourage students to master the unit content, but did not require students to use critical thinking to apply unit the content.</p>	<p>The candidate incorporates evidence-based instructional strategies within the unit lessons. However, it is not evident that the candidate considered the students' interests, abilities, and cultural/linguistic factors when selecting the explicit and implicit instructional strategies.</p> <p>Candidate designs instruction and activities that encourage students to master the unit content, but during implementation, the candidate did not provide instruction as designed in the lesson plans. Consequently, it is not evident that the students mastered the unit content.</p>	<p>The candidate incorporates evidence-based instructional strategies within the unit lessons. However, it is not evident that the candidate considered the students' interests, abilities, and cultural/linguistic factors when selecting the explicit and implicit instructional strategies.</p> <p>Candidate designs instruction and activities that encourage students to master the unit content, but during implementation, the candidate did not provide instruction as designed in the lesson plans. Consequently, it is not evident that the students mastered the unit content.</p>



Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidates develop lessons within the unit plan that address access to general and specialized curricula. CTEC 3.3, 5.3</b>	The candidate integrates explicit instructional techniques, modifications, and accommodations (inclusive of AAC systems and AT) to support the language and communication needs of the learner) to improve student learning of and access to general and specialized curricular content and activities.	The candidate integrates explicit instructional techniques, modifications, and accommodations (inclusive of AAC systems and AT) to support the language and communication needs of the learner) to improve student access to general and specialized curricular content and activities.	The candidate attempts to integrate techniques, modifications, and accommodations (inclusive of AAC systems and AT) to support the language and communication needs of the learner) to improve student access to general and specialized curricular content and activities; however, it is not clear how students with exceptionalities will access the content and activities.	The candidate does not use explicit instructional techniques, modifications, or accommodations (inclusive of AAC systems and AT) to support the language and communication needs of the learner) to improve student learning of and access to general and specialized curricular content and activities.
<b>Candidates use evidence/data to evaluate impact on student learning. CEC 4.2</b>	The candidate meaningfully evaluates instructional data by describing and comparing quantitative and qualitative pre/post data which includes supporting tables or graphs. Candidate discusses the results including an error analysis and provides supporting documentation (work samples) demonstrating the extent to which all students met the standards and unit goals. Candidate uses the analysis to guide decisions for future instructional planning.	The candidate meaningfully evaluates instructional data by describing and comparing quantitative pre/post data which includes supporting tables or graphs. Candidate discusses the results and provides supporting documentation (work samples) demonstrating the extent to which all students met the standards and unit goals; however, the candidate does not include an error analysis. Candidate uses the analysis to guide decisions for future instructional planning.	The candidate evaluates instructional data by describing and/or comparing quantitative pre/post data; however, the candidate does not include supporting tables or graphs. Candidate discusses the results, but does not provide supporting documentation (work samples) demonstrating the extent to which all students met the standards and unit goals. Additionally, the candidate does not include an error analysis. Candidate creates a data analysis that has limited utility in guiding decisions for future instructional planning.	The candidate evaluates instructional data by describing and/or comparing quantitative pre/post data; however, the candidate does not include supporting tables or graphs. Candidate discusses the results, but does not provide supporting documentation (work samples) demonstrating the extent to which all students met the standards and unit goals. Additionally, the candidate does not include an error analysis. Candidate creates a data analysis that has limited utility in guiding decisions for future instructional planning.

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidates view themselves as lifelong students and reflect and adjust the practices.</b> CEC 6.1, 6.2, 6.4</p>	<p>Based on student output data and learning, the candidate reflects on what has been effective or ineffective in the planning and implementation of instruction, classroom management and assessment.</p> <p>Candidate substantiates the reflection with examples from the unit plan to support areas of pedagogical strengths, and for areas that the candidate is ineffective, the candidate utilizes professional literature and feedback from meetings with professionals (e.g., cooperating teacher, paraeducators, behavior support personnel, university supervisor) to support the changes needed for improvement on the impact of student learning and professional growth.</p>	<p>Based on student output data and learning, the candidate reflects on what has been effective or ineffective in the planning and implementation of instruction, classroom management and assessment.</p> <p>Candidate substantiates the reflection with examples from the unit plan to support areas of pedagogical strengths, and for areas that the candidate is ineffective, the candidate utilizes professional literature to support a change for improvement on the impact of student learning and professional growth.</p>	<p>The candidate reflects on what has been effective or ineffective in the planning and implementation of instruction, classroom management and assessment, but does not link the effective and ineffective instructional choices to the impact on student learning.</p> <p>OR</p> <p>Candidate does not substantiate the reflection with examples from the unit plan to support areas of pedagogical strengths, and for areas that the candidate is ineffective. Candidate utilizes professional literature to support a change for improvement on the impact of student learning and professional growth; however, the candidate selects professional sources that do not lend support to the needed change.</p>	<p>The candidate reflects on what has been effective or ineffective in the planning and implementation of instruction, classroom management and assessment, but does not link the effective and ineffective instructional choices to the impact on student learning.</p> <p>AND</p> <p>Candidate does not substantiate the reflection with examples from the unit plan to support areas of pedagogical strengths, and for areas that the candidate is ineffective. Candidate utilizes professional literature to support a change for improvement on the impact of student learning and professional growth; however, the candidate selects professional sources that do not lend support to the needed change.</p>
<p><b>Candidates collaborate with the learning community to address the needs of students with exceptionalities in planning and delivery of the unit.</b> CEC 7.2, 7.3</p>	<p>The candidate demonstrates collaboration with professional educators (e.g., teachers, grade level team, paraeducators) and families during unit planning and implementation by incorporating ideas of stakeholders to create culturally responsive learning environments across a wide range of settings that meaningfully involve students with exceptionalities in inclusive unit learning activities and promote the well-being of students with exceptionalities</p>	<p>The candidate demonstrates a collaboration with professional educators (e.g., teachers, grade level team, paraeducators) during unit planning and implementation by incorporating ideas of stakeholders to create culturally responsive learning environments that meaningfully involve students with exceptionalities in inclusive unit learning activities and promote the well-being of students with exceptionalities.</p>	<p>The candidate consults with colleagues; however, the candidate does not appear to incorporate ideas of professional educators (e.g., teachers, grade level team, paraeducators) during unit planning and implementation to create culturally responsive learning environments that meaningfully include students with exceptionalities in inclusive unit learning activities and positive social interactions, and may or may not promote the well-being of students with exceptionalities.</p>	<p>The candidate consults with colleagues when prompted by the cooperating teacher; however, the candidate does not incorporate ideas of the professional educators (e.g., teachers, grade level team, paraeducators) during unit planning and implementation to create culturally responsive learning environments that meaningfully involve students with exceptionalities in inclusive unit learning activities and positive social interactions, and promote the well-being of students with exceptionalities.</p>

## **Appendix M**

### **Individual Behavior Intervention Plan**

(Note: due to the length of time required for this assignment, it is highly advised that the student teacher selects their student by the end of week 2 of the placement)

#### Assignment Description

##### **PART 1- Identifying target student and pinpointing challenging behavior**

- a. In consultation with the cooperating teacher, a target student who exhibits more significant challenges (as compared to peers) should be identified. The selected student should not yet be identified as a student who has an IEP for behavior challenges.
- b. After selecting the target student, the student teacher will define the problem behavior in specific, observable, and measurable terms.

##### **PART 2- Baseline data collection**

- a. The student teacher will decide on a specific method of data collection, develop a professional form/tool for use, and immediately begin collecting several points of baseline data to see an initial pattern. Data should be displayed on a computer-generated graph.
- b. An ABC Analysis will also be conducted to help determine possible antecedents and a potential function of the challenging behavior targeted.

##### **PART 3- Implementation & Evaluation of Intervention**

- a. After collecting baseline data and consulting with the cooperating teacher, an intervention will be developed to help address the challenging behavior.
- b. A specific goal for behavior improvement (reduction in challenging behavior and/or increase in alternate appropriate behavior) should be developed.
- c. The intervention should be carried out with the target student for at least 3 weeks, or until the student exhibits progress and meets the target goals developed for him/her.
- d. Data should continue to be collected, graphed, and analyzed to determine intervention effectiveness and if any changes are needed.

## Individual Behavior Intervention Plan

Developed by:

Cooperating teacher:

Grade level:

### Part 1

- a. Target student:
- b. Rationale for student selection (student needs):
- c. Student strengths/interests:
- d. Problem behavior defined:

### Part 2

- a. Method of data collection detailed:
- b. Sample of data collection tool/form developed
- c. Computer-generated/professional graphic display of baseline data
- d. ABC Analysis completed (see form on following page)

### Part 3

- a. Description of intervention selected/developed:
  - a. Include rationale for selection based upon:
    - i. Data collected/student need
    - ii. Research/best practices in the field
  - b. Photograph or samples of materials incorporated, if appropriate
- b. Specific goal for behavior improvement:
- c. Graphic display of data over intervention span (minimum of 3 weeks or until the student exhibits progress and meets the target goals developed for him/her)
- d. Written analysis/reflection of intervention effectiveness, or future changes needed:

## ABC Analysis

Student:

Description of behavior of interest:

<u>Date</u>	<u>Time</u>	<u>Antecedent</u>	<u>Behavior</u>	<u>Consequence</u>	<u>Possible Function</u>
		What is happening in the environment immediately before problem behavior occurs?	What problem behaviors are exhibited by the student (be specific)?	What consequences occur as a result of and immediately following the problem behavior(s) observed?	Why might the student be displaying the problem behavior? (escape/avoidance; attention; obtaining preferred item, activity, access to person; sensory related)

## **Appendix N**

### **Progress Monitoring Assignment**

(Note: due to the length of time required for this assignment, it is highly advised that the student teacher selects their student by the end of week 2 of the placement)

#### Assignment Components

- I. Student selected:
- II. IEP Goal/Objective:
- III. Frequency and method of progress monitoring:
- IV. Description of progress monitoring procedures:
- V. Sample of progress monitoring tool/form
- VI. Graphic display of data (professional, computer-generated graph)
  - i. Several points should be collected
- VII. Analysis of data/student performance
  - i. Description of student progress
  - ii. Description of instruction targeting IEP Goal/Objective
  - iii. Future changes, if needed

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

INDIVIDUALIZED EDUCATION PROGRAM (IEP) School Age

Student's Name:

IEP Team Meeting Date (mm/dd/yy):

IEP Implementation Date (Projected Date when Services and Programs Will Begin):

Anticipated Duration of Services and Programs:

Date of Birth:

Age:

Grade:

Anticipated Year of Graduation:

Local Education Agency (LEA):

County of Residence:

Name and Address of Parent/Guardian/Surrogate:

Phone (Home):

Phone (Work):

Other Information:

The LEA and parent have agreed to make the following changes to the IEP without convening an IEP meeting, as documented by:

Date of Revision(s)	Participants/Roles	IEP Section(s) Amended

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

## IEP TEAM/SIGNATURES

The Individualized Education Program team makes the decisions about the student's program and placement. The student's parent(s), the student's special education teacher, and a representative from the Local Education Agency are required members of this team. Signature on this IEP documents attendance, not agreement.

Role	Printed Name	Signature
Parent/Guardian/Surrogate		
Parent/Guardian/Surrogate		
Student*		
Regular Education Teacher**		
Special Education Teacher		
Local Ed Agency Rep		
Career/Tech Ed Rep***		
Community Agency Rep		
Teacher of the Gifted****		

- \* The IEP team must invite the student if transition services are being planned or if the parents choose to have the student participate.
  - \*\* If the student is, or may be, participating in the regular education environment
  - \*\*\* As determined by the LEA as needed for transition services and other community services
  - \*\*\*\* A teacher of the gifted is required when writing an IEP for a student with a disability who also is gifted.
- One individual listed above must be able to interpret the instructional implications of any evaluation results.

Written input received from the following members:

## Transfer of Rights at Age of Majority

For purposes of education, the age of majority is reached in Pennsylvania when the individual reaches 21 years of age. Likewise, for purposes of the Individuals with Disabilities Education Act, the age of majority is reached for students with disabilities when they reach 21 years of age.



## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

### PROCEDURAL SAFEGUARDS NOTICE

I have received a copy of the *Procedural Safeguards Notice* during this school year. The *Procedural Safeguards Notice* provides information about my rights, including the process for disagreeing with the IEP. The school has informed me whom I may contact if I need more information.

Signature of Parent/Guardian/Surrogate: \_\_\_\_\_

#### MEDICAL ASSISTANCE PROGRAM BILLING NOTICE

(Applicable only to parents who have consented to the release of billing information to Medical Assistance programs)

I understand that the school may charge the School-Based Access Program ("SBAP")—or any program that replaces or supplements the SBAP—the cost of certain special education and related services described in my child's IEP. To make these charges to the SBAP, the school will release to the administrator of that program the name, age, and address of my child, verification of Medicaid eligibility for my child, a copy of my child's IEP, a description of the services provided and the times and dates during which such services were provided to my child, and the identity of the provider of such services. *I understand that such information will not be disclosed, and such charges will not be made, unless I consent to the disclosure.* I acknowledge that I have provided written consent to disclose such information.

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I understand that my consent is ongoing from year-to-year unless and until I withdraw it. I can withdraw my consent in writing, or orally if I am unable to write, at any time. My refusal to consent or my withdrawal of consent will not relieve the school of the obligation to provide, at no cost to me or my family, any service or program to which my child is entitled under the Individuals with Disabilities Education Act ("IDEA") or that is necessary to enable my child to receive a free appropriate public education as described in my child's IEP.

I understand that the school cannot—

Require me or my family to sign up for or enroll in any public benefits or insurance program, such as Medicaid, as a condition of receiving a free appropriate public education for my child;

Require me or my family to incur any expense for the provision of a free appropriate public education to my child, including co-payments and deductibles, unless it agrees to pay such expenses on my or my family's behalf;

Cause a decrease in available lifetime coverage or any other insured benefit;

Cause me or my family to pay for services that would otherwise be covered by a public benefits or insurance program and that are required for my child outside the time that he or she is in school;

Risk the loss of eligibility for home and community-based waivers, based on aggregate health-related expenditures.

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

### I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED AS "YES" MUST BE ADDRESSED IN THE IEP.

Is the student blind or visually impaired?

☐

Yes

The IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

☐

No

Is the student deaf or hard of hearing?

☐

Yes

The IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student's language and communication mode; and assistive technology devices and services. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at [www.pattan.net](http://www.pattan.net)

☐

No

Does the student have communication needs?

☐

Yes

Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), annual goals, etc.)

☐

No

Does the student need assistive technology devices and/or services?

☐

Yes

Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)

☐

No

Does the student have limited English proficiency?

☐

Yes

The IEP team must address the student's language needs and how those needs relate to the IEP.

☐

No

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

Does the student exhibit behaviors that impede his/her learning or that of others?

☐

Yes

The IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at [www.pattan.net](http://www.pattan.net)

☐

No

Other (specify):

## II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:

- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
- Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
- Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
- Parental concerns for enhancing the education of the student
- How the student's disability affects involvement and progress in the general education curriculum
- Strengths
- Academic, developmental, and functional needs related to student's disability

**III. TRANSITION SERVICES** - This is required for students age 14 or younger if determined appropriate by the IEP team. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs taking into account the student's strengths, preferences, and interests.

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

**POST SCHOOL GOALS** - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.

For students in Career and Technology Centers, CIP Code:

Postsecondary Education and Training Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Employment Goal:					
Measurable Annual Goal Yes/No (Document in Section V)					
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

Independent Living Goal, if appropriate:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

## IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

Instructions for IEP Teams:

Please select the appropriate assessment option. Information on available testing accommodations may be found in the Accommodations Guidelines available on [www.education.state.pa.us](http://www.education.state.pa.us).

### State Assessments

#### Not Assessed

	No statewide assessment is administered at this student's grade level.
	No English proficiency assessment administered because the student is not an English Language Learner.

PSSA (Math administered in grades 3-8; Science administered in grades 4 and 8; Reading administered in grades 3-8; Writing administered in grades 5 and 8; and ELA\*)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Math			
Science			
Reading			
Writing			
ELA*			

\*ELA will replace the Reading and Writing PSSAs in 2014-15 for grades 3-8.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

Keystone Exam (Replaces the 11<sup>th</sup> grade PSSA in high school; Student must participate by 11<sup>th</sup> grade)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra 1			
Literature			
Biology			

Keystone Project Based Assessment (Available when student is unable to demonstrate proficiency on a Keystone Exam or Keystone Exam module.)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra 1			
Literature			
Biology			

Validated Local Assessment (Available when selected as option by LEA)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra 1			
Literature			
Biology			

PASA (Administered in grades 3-8, 11 for Reading and Math; Grades 4, 8, 11 for Science)

☐ Student will participate in the PASA.

Explain why the student cannot participate in the PSSA or the Keystone Exam for Reading/Literature, Math/Algebra 1, Science/Biology, and Composition (The Composition exam will be available for the 2016-17 school year):

Explain why the PASA is appropriate:

Choose how the student's performance on the PASA will be documented.

☐ Videotape (preferred method)

☐ Written narrative notes (requires prior approval in accordance with PDE guidance)

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

## ACCESS for ELLs (Administered in grades K-12)

Domains	Without Accommodations	With Accommodations	Unable to Participate	Accommodations to be Provided or Rationale for Inability to Participate in Selected Domains
Listening				
Reading				
Writing				
Speaking				

## Alternate ACCESS for ELLs (Administered in grades 1-12)

Student will participate in the Alternate ACCESS for ELLs.
--

Explain why the student cannot participate in the ACCESS for ELLs:

Explain why the Alternate ACCESS for ELLs is appropriate:

Domains	Without Accommodations	With Accommodations	Unable to Participate	Accommodations to be Provided or Rationale for Inability to Participate in Selected Domains
Listening				
Reading				
Writing				
Speaking				

## Local Assessments

☐ Local assessment is not administered at this student's grade level; OR

☐ Student will participate in local assessments without accommodations; OR

☐ Student will participate in local assessments with the following accommodations; OR

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

☐ The student will take a local alternate assessment.

Explain why the student cannot participate in the local regular assessment:

Explain why the local alternate assessment is appropriate:



## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

I. SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP. ANY FACTORS CHECKED AS "YES" MUST BE ADDRESSED IN THE IEP.

Is the student blind or visually impaired?

☐

Yes

The IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the student.

☐

No

Is the student deaf or hard of hearing?

☐

Yes

The IEP must include a communication plan to address the following: language and communication needs; opportunities for direct communications with peers and professional personnel in the student's language and communication mode; academic level; full range of needs, including opportunities for direct instruction in the student's language and communication mode; and assistive technology devices and services. Indicate in which section of the IEP these considerations are addressed. The Communication Plan must be completed and is available at [www.pattan.net](http://www.pattan.net)

☐

No

Does the student have communication needs?

☐

Yes

Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction (SDI), annual goals, etc.)

☐

No

Does the student need assistive technology devices and/or services?

☐

Yes

Student needs must be addressed in the IEP (i.e., present levels, specially designed instruction, annual goals, etc.)

☐

No

Does the student have limited English proficiency?

☐

Yes

The IEP team must address the student's language needs and how those needs relate to the IEP.

☐

No

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

Does the student exhibit behaviors that impede his/her learning or that of others?

☐

Yes

The IEP team must develop a Positive Behavior Support Plan that is based on a functional assessment of behavior and that utilizes positive behavior techniques. Results of the functional assessment of behavior may be listed in the Present Levels section of the IEP with a clear measurable plan to address the behavior in the Goals and Specially Designed Instruction sections of the IEP or in the Positive Behavior Support Plan if this is a separate document that is attached to the IEP. A Positive Behavior Support Plan and a Functional Behavioral Assessment form are available at [www.pattan.net](http://www.pattan.net)

☐

No

Other (specify):

## II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Include the following information related to the student:

- Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
- Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
- Present levels related to current postsecondary transition goals if the student's age is 14 or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
- Parental concerns for enhancing the education of the student
- How the student's disability affects involvement and progress in the general education curriculum
- Strengths
- Academic, developmental, and functional needs related to student's disability

**III. TRANSITION SERVICES** - This is required for students age 14 or younger if determined appropriate by the IEP team. If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs taking into account the student's strengths, preferences, and interests.

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

**POST SCHOOL GOALS** - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and person/agency responsible.

For students in Career and Technology Centers, CIP Code:

Postsecondary Education and Training Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Employment Goal:					
Measurable Annual Goal Yes/No (Document in Section V)					
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

Independent Living Goal, if appropriate:					Measurable Annual Goal Yes/No (Document in Section V)	
Courses of Study:						
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible	

## IV. PARTICIPATION IN STATE AND LOCAL ASSESSMENTS

Instructions for IEP Teams:

Please select the appropriate assessment option. Information on available testing accommodations may be found in the Accommodations Guidelines available on [www.education.state.pa.us](http://www.education.state.pa.us).

### State Assessments

#### Not Assessed

	No statewide assessment is administered at this student's grade level.
	No English proficiency assessment administered because the student is not an English Language Learner.

PSSA (Math administered in grades 3-8; Science administered in grades 4 and 8; Reading administered in grades 3-8; Writing administered in grades 5 and 8; and ELA\*)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Math			
Science			
Reading			
Writing			
ELA*			

\*ELA will replace the Reading and Writing PSSAs in 2014-15 for grades 3-8.

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Student's Name:

**Keystone Exam** (Replaces the 11<sup>th</sup> grade PSSA in high school; Student must participate by 11<sup>th</sup> grade)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra 1			
Literature			
Biology			

**Keystone Project Based Assessment** (Available when student is unable to demonstrate proficiency on a Keystone Exam or Keystone Exam module.)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra 1			
Literature			
Biology			

**Validated Local Assessment** (Available when selected as option by LEA)

Tested Subject	Without Accommodations	With Accommodations	Accommodations to be Provided
Algebra 1			
Literature			
Biology			

**PASA** (Administered in grades 3-8, 11 for Reading and Math; Grades 4, 8, 11 for Science)

☐ Student will participate in the PASA.

Explain why the student cannot participate in the PSSA or the Keystone Exam for Reading/Literature, Math/Algebra 1, Science/Biology, and Composition (The Composition exam will be available for the 2016-17 school year):

Explain why the PASA is appropriate:

Choose how the student's performance on the PASA will be documented.

☐ Videotape (preferred method)

☐ Written narrative notes (requires prior approval in accordance with PDE guidance)

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

## ACCESS for ELLs (Administered in grades K-12)

Domains	Without Accommodations	With Accommodations	Unable to Participate	Accommodations to be Provided or Rationale for Inability to Participate in Selected Domains
Listening				
Reading				
Writing				
Speaking				

## Alternate ACCESS for ELLs (Administered in grades 1-12)

Student will participate in the Alternate ACCESS for ELLs.
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Explain why the student cannot participate in the ACCESS for ELLs:

Explain why the Alternate ACCESS for ELLs is appropriate:

Domains	Without Accommodations	With Accommodations	Unable to Participate	Accommodations to be Provided or Rationale for Inability to Participate in Selected Domains
Listening				
Reading				
Writing				
Speaking				

## Local Assessments

☐ Local assessment is not administered at this student's grade level; OR

☐ Student will participate in local assessments without accommodations; OR

☐ Student will participate in local assessments with the following accommodations; OR

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

☐ The student will take a local alternate assessment.

Explain why the student cannot participate in the local regular assessment:

Explain why the local alternate assessment is appropriate:

# **INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Student's Name:

**V. GOALS AND OBJECTIVES** - Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress

**SHORT TERM OBJECTIVES** - Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (PASA).

Short term objectives / Benchmarks



**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Student's Name:

**VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS** - Include, as appropriate, for nonacademic and extracurricular services and activities.

**A. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION (SDI)**

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

<i>Modifications and SDI</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>

**B. RELATED SERVICES** - List the services that the student needs in order to benefit from his/her special education program.

<i>Service</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>

**C. SUPPORTS FOR SCHOOL PERSONNEL** - List the staff to receive the supports and the supports needed to implement the student's IEP.

<i>School Personnel to Receive Support</i>	<i>Support</i>	<i>Location</i>	<i>Frequency</i>	<i>Projected Beginning Date</i>	<i>Anticipated Duration</i>

# INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

D. GIFTED SUPPORT SERVICES FOR A STUDENT IDENTIFIED AS GIFTED WHO ALSO IS IDENTIFIED AS A STUDENT WITH A DISABILITY - Support services are required to assist a gifted student to benefit from gifted education (e.g., psychological services, parent counseling and education, counseling services, transportation to and from gifted programs in classrooms in buildings operated by the school district).

Support Service	
Support Service	
Support Service	

E. EXTENDED SCHOOL YEAR (ESY) - The IEP team has considered and discussed ESY services, and determined that:

☐ Student IS eligible for ESY based on the following information or data reviewed by the IEP team:

OR

☐ As of the date of this IEP, student is NOT eligible for ESY based on the following information or data reviewed by the IEP team:

The Annual Goals and, when appropriate, Short Term Objectives from this IEP that are to be addressed in the student's ESY Program are:

If the IEP team has determined ESY is appropriate, complete the following:

ESY Service to be Provided	Location	Frequency	Projected Beginning Date	Anticipated Duration

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

### VII. EDUCATIONAL PLACEMENT

A. QUESTIONS FOR IEP TEAM - The following questions must be reviewed and discussed by the IEP team prior to providing the explanations regarding participation with students without disabilities.

It is the responsibility of each public agency to ensure that, to the maximum extent appropriate, students with disabilities, including those in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, EVEN WITH the use of supplementary aids and services, cannot be achieved satisfactorily.

- What supplementary aids and services were considered? What supplementary aids and services were rejected? Explain why the supplementary aids and services will or will not enable the student to make progress on the goals and objectives (if applicable) in this IEP in the general education class.
- What benefits are provided in the general education class with supplementary aids and services versus the benefits provided in the special education class?
- What potentially beneficial effects and/or harmful effects might be expected on the student with disabilities or the other students in the class, even with supplementary aids and services?
- To what extent, if any, will the student participate with nondisabled peers in extracurricular activities or other nonacademic activities?

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class:

Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum:

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

### B. Type of Support

#### 1. Amount of special education supports

- ☐ Itinerant: Special education supports and services provided by special education personnel for 20% or less of the school day
- ☐ Supplemental: Special education supports and services provided by special education personnel for more than 20% of the day but less than 80% of the school day
- ☐ Full-Time: Special education supports and services provided by special education personnel for 80% or more of the school day

#### 2. Type of special education supports

- ☐ Autistic Support
- ☐ Blind-Visually Impaired Support
- ☐ Deaf and Hard of Hearing Support
- ☐ Emotional Support
- ☐ Learning Support
- ☐ Life Skills Support
- ☐ Multiple Disabilities Support
- ☐ Physical Support
- ☐ Speech and Language Support

**INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

Student's Name:

**C. Location of student's program**

Name of School District where the IEP will be implemented: \_\_\_\_\_

Name of School Building where the IEP will be implemented: \_\_\_\_\_

Is this school the student's neighborhood school (i.e., the school the student would attend if he/she did not have an IEP)?

☐ Yes

☐ No. If the answer is "no," select the reason why not.

☐ Special education supports and services required in the student's IEP cannot be provided in the neighborhood school

☐ Other. Please explain: \_\_\_\_\_

## INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student's Name:

### VIII. PENNDATA REPORTING: Educational Environment (Complete either Section A or B; Select only one Educational Environment)

To calculate the percentage of time inside the regular classroom, divide the number of hours the student spends inside the regular classroom by the total number of hours in the school day (including lunch, recess, study periods). The result is then multiplied by 100.

#### SECTION A: For Students Educated in Regular School Buildings with Non Disabled Peers - Indicate the Percentage of time INSIDE the regular classroom for this student:

Time spent outside the regular classroom receiving services unrelated to the student's disability (e.g., time receiving ESL services) should be considered time inside the regular classroom. Educational time spent in age-appropriate community-based settings that include individuals with and without disabilities, such as college campuses or vocational sites, should be counted as time spent inside the regular classroom.

Calculation for this Student:

Column 1	Column 2	Calculation	Indicate Percentage	Percentage Category
Total hours the student spends in the regular classroom per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:  _____ % of the day	Using the calculation result - select the appropriate percentage category  <input type="checkbox"/> INSIDE the Regular Classroom 80% or More of the Day <input type="checkbox"/> INSIDE the Regular Classroom 79-40% of the Day <input type="checkbox"/> INSIDE the Regular Classroom Less Than 40% of the Day

SECTION B: This section required only for Students Educated OUTSIDE Regular School Buildings for more than 50% of the day - select and indicate the Name of School or Facility on the line corresponding with the appropriate selection: (If a student spends less than 50% of the day in one of these locations, the IEP team must do the calculation in Section A)

- ☐ Approved Private School (Non Residential) \_\_\_\_\_  
☐ Approved Private School (Residential) \_\_\_\_\_  
☐ Other Private Facility (Non Residential) \_\_\_\_\_  
☐ Other Private Facility (Residential) \_\_\_\_\_  
☐ Other Public Facility (Residential) \_\_\_\_\_  
☐ Other Public Facility (Non Residential) \_\_\_\_\_  
☐ Hospital/Homebound \_\_\_\_\_  
☐ Correctional Facility \_\_\_\_\_  
☐ Out of State Facility \_\_\_\_\_  
☐ Instruction Conducted in the Home \_\_\_\_\_

#### EXAMPLES for Section A: How to Calculate PennData-Educational Environment Percentages

	Column 1	Column 2	Calculation	Indicate Percentage
	Total hours the student spends in the regular classroom-per day	Total hours in a typical school day (including lunch, recess & study periods)	(Hours inside regular classroom ÷ hours in school day) x 100 = % (Column 1 ÷ Column 2) x 100 = %	Section A: The percentage of time student spends inside the regular classroom:
Example 1	5.5	6.5	$(5.5 \div 6.5) \times 100 = 85\%$	85% of the day (Inside 80% or More of Day)
Example 2	3	5	$(3 \div 5) \times 100 = 60\%$	60% of the day (Inside 79-40% of Day)
Example 3	1	5	$(1 \div 5) \times 100 = 20\%$	20% of the day (Inside less than 40% of Day)

For help in understanding this form, an annotated IEP is available on the PaTTAN website at [www.pattan.net](http://www.pattan.net) Type "Annotated Forms" in the Search feature on the website. If you do not have access to the Internet, you can request the annotated form by calling PaTTAN at 800-441-3215.

## **Individualized Education Program (IEP) Assignment for SPECED 461/561: Student Teaching Seminar**

### **GENERAL OVERVIEW OF THE IEP ASSIGNMENT**

This IEP assignment is completed during the special education student teaching placement and reflects assignments from other classes. For this assignment, the special education teacher candidates will develop an IEP following the directions provided. Directions provided for the key components of the individualized education program support the analysis of academic and functional skills and subsequent development of goals and specially designed instruction. The components are: student's demographic and miscellaneous information, procedural safeguards notice, special considerations, present levels of academic achievement and functional performance, participation in state and local assessments, goals and objectives, and special education/related services/supplementary aids and services/program modifications. Information gathered through collaboration with the student, parents, and professionals should be incorporated within the components of the IEP.

Candidates must meet CEC Initial Preparation Standards on this assessment to pass SPECED 461/561. If on the initial submission of the IEP, the candidate does not meet standards, the IEP must be revised and submitted until standards are met. The meeting of standards is defined as having an average rating of "meets expectations" across the assessment rubric.

### **DIRECTIONS FOR KEY COMPONENTS**

#### Student Demographic and Miscellaneous Information

*IEP meeting date:* Write the date the IEP meeting is held. An IEP meeting is to occur no less than once per calendar year and is conducted within 30 calendar days following the completion of the Evaluation or Reevaluation Report.

*Anticipated duration of services and programs:* Write the last day that the student will receive the services and programs of this IEP. This date must be one day less than a year from the team meeting date.

*Demographic information of the student:* Complete the demographic items required on the IEP form. Additional information that the Local Education Agency (LEA) has found to be useful may also be included.

*IEP team members:* List all the team members present and obtain signatures of the participants.

*Procedural safeguard notice:* Include a copy of the *Procedural Safeguards Notice* that is sent to parents.

Section I. Special Considerations: Check "yes" or "no" in response to questions regarding the student. Address any responses checked as "yes" in the IEP.

Section II. Present Levels of Academic Achievement and Functional Performance: Include a summary of current assessment results indicating levels of academic and functional strengths and needs, student and parent input, the impact of the student's disability on involvement and progress in the general education curriculum, strengths, and needs. .

Section IV. Participation in State and Local Assessments: Based on student grade level, abilities, and allowable accommodations, indicate appropriate assessments and assessment accommodations for the student.

Section V. Goals and Objectives: Include as many goals as needed to address the student's academic and functional needs. Annual goals should include the following:

- Condition: The condition (situation, setting, or given material) under which the behavior is to be performed.
- Name: the student's name
- Performance Criteria: The level the student must demonstrate for mastery, the number of times the student must demonstrate the skill for mastery and how frequently the teacher assesses the student's mastery of the skill.

*Example: Given 40 high frequency spelling words, (name of student) will correctly spell a minimum of 35 words, three out of four times, when tested on weekly quizzes.*

Short-term objectives are required for students with disabilities who take alternative assessments aligned to alternative achievement standards (PASA). However, the IEP team may decide to include short term objectives on any student's IEP. Short-term objectives should include the same components as an annual goal: condition, student's name, behavior, and performance criteria. Each short learning objective must relate to only one annual goal.

Document the form of evaluation and evaluation schedule for each goal and short-term objective.

Section VI. Special Education/Related Services/Supplementary Aids and Services/Program Modifications:

*A. Program Modifications and Specially Designed Instruction (SDI):* Document adaptations, as appropriate, to the content, methodology, or delivery of instruction to address the unique needs of the student to ensure *access* to the general education curriculum. For each modification and SDI the following information must be provided:

- Location: where the student will be receiving the service.
- Frequency: how often the student will be receiving the service.
- The projected beginning date: the starting date of the service.
- The anticipated duration of the service: anticipated period of the service.

*B. Related services:* List services the student needs to benefit from the special education program (e.g., transportation, psychological services, physical therapy, occupational therapy, counseling services).

*C. Supports for school personnel:* Identify staff members receiving training or support (e.g., program training, resource materials) to implement the IEP. For each support, list the school personnel to receive the support, the support, location and the frequency of the support provided.

*D. Gifted support for a student identified as gifted who also is identified as a student with a disability:* When applicable, list support services (e.g., career guidance, counseling, transportation) required for the student to benefit from gifted education

*E. Extended school year (ESY):* Based on consultation with the IEP team and consideration of factors such as regression and recoupment, document student's eligibility for ESY services. If eligible, list goals addressed in the ESY program and services provided. Specifically, the IEP must contain a description of the type of ESY services, the location where the services will be provided (e.g., in the student's home), the frequency of the service (e.g., 30 minutes/day, 5 days/week), the projected beginning date, and anticipated duration of the service.



## IEP Rubric

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate documents student and school background information consistent with laws/policies. CEC 6.1</b>	<p>Candidate documents accurate and relevant demographic student and school background information consistent with federal and state laws/policies by including learner and family address and phone information, learner's age, grade and birthdate, anticipated date of graduation, and resident and serving school information. Candidate also documents other relevant information such as the primary language spoken by the learner and parents or efforts made to contact the parents regarding the IEP meeting.</p> <p>Candidate collects background information from relevant stakeholders such as the student, parent, and school professionals.</p>	<p>Candidate documents accurate and relevant demographic student and school background information consistent with federal and state laws/policies by including learner and family address and phone information, learner's age, grade and birthdate, anticipated date of graduation, and resident and serving school information. However, the candidate does not document other relevant information such as the primary language spoken by the learner and parents or efforts made to contact the parents regarding the IEP meeting. Candidate write NA or not applicable.</p> <p>Candidate collects background information from school professionals and school records.</p>	<p>Candidate documents relevant demographic student and school background information by including learner and family address and phone information, learner's age, grade and birthdate, anticipated date of graduation, and resident and serving school information. However, the candidate makes errors in the accuracy of the background information. Consequently, the candidate does not document background information that aligns with federal and state laws/policies. In addition, the candidate may write NA or not applicable in the "Other information" section or the candidate leaves the section blank.</p> <p>Candidate collects background information from school records.</p>	<p>Candidate documents incomplete demographic student and school background information. Consequently, the candidate does not document background information that aligns with federal and state laws/policies. In addition, the candidate does not include any content in the "Other information" section.</p> <p>Candidate does not identify the source for collecting background information.</p>
<b>Candidate gives consideration to special factors influencing IEP development. CEC 1.1</b>	<p>Candidate gives consideration to special factors by stating the influence the learner's primary language if not English, mode of communication, vision and hearing, and the learner's behavior has on IEP development.</p> <p>When the special factors impact IEP development, the candidate accurately and explicitly addresses the special factors through the content of the IEP, supplementary aides and accommodations, and through additional documents such as Communication and Behavior Intervention Plans.</p>	<p>Candidate gives consideration to special factors by stating the influence the learner's primary language if not English, mode of communication, vision and hearing, and the learner's behavior has on IEP development.</p> <p>When the special factors impact IEP development, the candidate accurately and explicitly explains how the special factors will be addressed through the content of the IEP, supplementary aides and accommodations, or through additional documents such as Communication and Behavior Intervention Plans.</p>	<p>Candidate does not accurately identify special factors such as the learner's primary language if not English, mode of communication, vision and hearing, and learner's behavior.</p> <p>OR</p> <p>If the candidate identifies the special factors impacting IEP development, the candidate does not meaningfully address the special factors through the content of the IEP, supplementary aides and accommodations, or through additional documents such as Communication and Behavior Intervention Plans.</p>	<p>Candidate does not accurately identify special factors such as the learner's primary language if not English, mode of communication, vision and hearing, and learner's behavior.</p> <p>AND</p> <p>If the candidate identifies the special factors impacting IEP development, the candidate does not meaningfully address the special factors through the content of the IEP, supplementary aides and accommodations, or through additional documents such as Communication and Behavior Intervention Plans.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate demonstrates the ability to interpret multiple types of assessment information to develop the Present Levels of Academic and Functional Performance. CEC 4.2, 4.3</b></p>	<p>Candidate demonstrates the ability to interpret multiple types of assessment information (e.g., formal assessments, observations, work samples, interview data) from a variety of stakeholders (professionals, parents, and learner) to develop a Present Levels of Academic and Functional Performance that accurately reflects the learner's academic, functional, and social strengths and needs.</p> <p>Candidate writes the learner's strengths and needs in observable and measurable terms. If the candidate makes a judgment statement, the candidate supports the statement with data.</p>	<p>Candidate demonstrates the ability to interpret multiple types of assessment information (e.g., formal assessments, observations, work samples, interview data) from a variety of stakeholders (professionals and parents) to develop a Present Levels of Academic and Functional Performance that accurately reflects the learner's academic, functional, and social strengths and needs.</p> <p>Candidate writes the learner's strengths and needs, but the candidate does not consistently write in observable and measurable terms. If the candidate makes a judgment statement, the candidate supports the statement with data.</p>	<p>Candidate demonstrates difficulty in interpreting multiple types of assessment information (e.g., formal assessments, observations, work samples, interview data) by developing a Present Levels of Academic and Functional Performance based on inaccurate interpretation of quantitative or qualitative data sources. Consequently, the candidate specifies academic, functional, and social strengths and needs that may not be indicative of the learner's academic and functional performance.</p> <p>Candidate writes the learner's strengths and needs, but the candidate consistently writes in unobservable and unmeasurable terms. Candidate also uses judgement statements without supporting the statements with data.</p>	<p>Candidate does not accurately interpret multiple types of assessment information (e.g., formal assessments, observations, work samples, interview data) by developing a Present Levels of Academic and Functional Performance based on data interpretation errors in the quantitative and qualitative data sources. Candidate does not include all the data when identifying the learner's strengths and needs. Consequently, the candidate specifies academic, functional, and social strengths and needs that do not be indicative of the learner's academic and functional performance.</p> <p>Candidate writes the learner's strengths and needs, but the candidate consistently writes in unobservable and unmeasurable terms. Candidate also uses judgement statements without supporting the statements with data.</p>
<p><b>Candidate uses knowledge of instructional planning to develop IEP annual goals. CEC 5.5</b></p>	<p>Candidate uses knowledge of instructional planning to write data-driven and annual goals that address the prioritized academic, functional, and social needs of the learner.</p> <p>Candidate writes goals that are directional, observable, and have the potential to result in meaningful learning progressions.</p>	<p>Candidate uses knowledge of instructional planning to write data-driven and annual goals that address the prioritized academic, functional, and social needs of the learner.</p> <p>Candidate writes goals that are directional and observable, but the candidate writes goals that may be too broad or too narrow. Consequently, the ability for the learner to make meaningful progress may be impeded.</p>	<p>Candidate ineffectively uses knowledge of instructional planning to write annual goals that are data-driven but do not reflect the prioritized academic, functional, and social needs of the learner.</p> <p>Candidate writes directional goals, but tends to use unobservable terms. Candidate writes goals that will negatively impact the ability for the learner to make meaningful progress.</p>	<p>Candidate ineffectively uses knowledge of instructional planning to write annual goals that are not data-driven and do not reflect the prioritized academic, functional, and social needs of the learner.</p> <p>Candidate writes goals that lack direction, and are unobservable. Candidate writes goals that will negatively impact the ability for the learner to make meaningful progress.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate uses knowledge of instructional planning to develop IEP benchmark. CEC 5.5</b></p>	<p>Candidate uses knowledge of instructional planning to develop IEP benchmarks that relate to the annual goal. Based on the curricular area, the candidate appropriately sequences each benchmark and provides a sufficient number of benchmarks to address the scope of the goal.</p> <p>Candidate includes a condition, learner, observable behavior, and verifiable criterion in each benchmark. The content of the benchmark is data-driven, but the scope may at times be too narrow or too broad to be effectively measured.</p>	<p>Candidate uses knowledge of instructional planning to develop IEP benchmarks that relate to the annual goal. Based on the curricular area, the candidate appropriately sequences each benchmark and provides a sufficient number of benchmarks to address the scope of the goal.</p> <p>Candidate includes a condition, learner, observable behavior, and verifiable criterion in each benchmark. The content of the benchmark is data-driven, but the scope may at times be too narrow or too broad to be effectively measured.</p>	<p>Candidate ineffectively uses knowledge of instructional planning to develop IEP benchmarks that may relate to the annual goal, but do not cover the scope of the curricular area. Based on the curricular area, the candidate may or may not appropriately sequence each benchmark.</p> <p>OR</p> <p>Candidate includes a condition, learner, behavior, and criteria in each benchmark. However, the behavior is not observable and the criterion is not appropriate for the benchmark. Consequently, the benchmark cannot be effectively measured.</p>	<p>Candidate does not use knowledge of instructional planning to develop IEP benchmarks that relate to the annual goal, and cover the scope of the curricular area. Based on the curricular area, the candidate may or may not appropriately sequence each benchmark.</p> <p>AND</p> <p>Candidate includes a condition, learner, behavior, and criteria in each benchmark. However, the behavior is not observable and the criterion is not appropriate for the benchmark. Consequently, the benchmark cannot be effectively measured.</p>
<p><b>Candidate uses knowledge of assessment principles and practices to select evaluation procedures and schedule for measuring IEP annual goals and objectives. CEC 4.1, 4.2</b></p>	<p>Candidate uses knowledge of assessment principles and practices to select evaluation procedures and schedule for measuring progress on the IEP goals and benchmarks.</p> <p>Candidate selects evaluation procedures that will provide both formative and summative data on the learner's performance.</p> <p>Candidate measures goals and benchmarks on a schedule that aligns with the learner's stage of learning (acquisition, proficiency, maintenance, and generalization).</p>	<p>Candidate uses knowledge of assessment principles and practices to select evaluation procedures and schedule for measuring progress on the IEP goals and benchmarks.</p> <p>Candidate selects evaluation procedures that will provide summative data on the learner's performance.</p> <p>Candidate measures goals and benchmarks in accordance with legal guidelines and at school designated data report times (report cards and parent conferences).</p>	<p>Candidate ineffectively uses knowledge of assessment principles and practices to select evaluation procedures and schedule for measuring progress on the IEP goals and benchmarks by selecting evaluation procedures that do not align with the content of the goals and benchmarks. Consequently, the data will not accurately reflect the learner's performance.</p> <p>OR</p> <p>Candidate measures goals and benchmarks once a year.</p>	<p>Candidate does not use knowledge of assessment principles and practices to select appropriate evaluation procedures and schedule for measuring progress on the IEP goals and benchmarks. Candidate selects all available evaluation procedures regardless of whether the evaluation procedures are appropriate to the measurement of the IEP goals and benchmarks. Consequently, the data will not accurately reflect the learner's performance.</p> <p>AND</p> <p>Candidate measures goals and benchmarks once a year.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate demonstrates knowledge of the learner's participation in state and local assessments by accurately identifying the state and district assessments to be taken inclusive of required testing accommodations. If the learner is to participate in alternative assessments, the candidate provides a justification that aligns with rules for assessment administration.</b></p> <p><b>CEC 4.3</b></p>	<p>Candidate demonstrates knowledge of the learner's participation in state and local assessments by accurately identifying the state and district assessments to be taken inclusive of required testing accommodations. If the learner is to participate in alternative assessments, the candidate provides a justification that aligns with rules for assessment administration.</p> <p>Candidate selects a variety of essential assessment accommodations (testing format/inputs, learner's processing abilities including processing time, output preferences, and testing environment) based on learner performance data and legal mandates regarding testing accommodations that have the potential to enhance the learner's access and performance on the assessment. Candidate incorporates the same testing accommodations at the classroom level as well.</p>	<p>Candidate demonstrates knowledge of the learner's participation in state and local assessments by accurately identifying the state and district assessments to be taken inclusive of required testing accommodations. If the learner is to participate in alternative assessments, the candidate provides a justification. However, the candidate does not use the rules for alternative assessment administration to justify the learner's participation in alternative assessments.</p> <p>Candidate selects assessment accommodations (testing format/inputs, learner's processing abilities including processing time, output preferences, and testing environment) in accordance with legal mandates. However, candidate selects a menu of assessment accommodations that may enhance the learner's access to the assessment content, but may not result in enhancing learner performance on the assessment.</p>	<p>Candidate demonstrates some knowledge of the learner's participation in state and local assessments by accurately identifying the state and district assessments to be taken.</p> <p>However, the candidate lists assessment accommodations that demonstrate no relationship to the learner's needs or improves the learner's access to the assessment content.</p>	<p>Candidate demonstrates minimal knowledge of the learner's participation in state and local assessments by inaccurately identifying the state and district assessments to be taken.</p> <p>In addition, the candidate does not identify assessment accommodations that align with the learner's needs and improves the learner's access to the assessment content.</p>
<p><b>Candidate selects supplementary supports and accommodations.</b></p> <p><b>CEC 3.3, 5.1</b></p>	<p>Candidate selects specially designed instruction (SDI) that directly aligns with the IEP goals/objectives, acknowledges the abilities of the learner, and is grounded in evidence-based practice.</p> <p>Candidate selects supplementary supports and accommodations that increase the learner's independence and provide access to the general education curriculum.</p>	<p>Candidate selects specially designed instruction (SDI) that directly aligns with the IEP goals/objectives, acknowledges the abilities of the learner, and is evidence-based practice for individuals with diverse abilities.</p> <p>Candidate selects supplementary supports and accommodations that provide the learner with access to the general education curriculum.</p>	<p>Candidate selects specially designed instruction (SDI) that indirectly relates to the IEP goals/objectives and the abilities of the learner. When selecting specially designed instruction, the candidate does not incorporate evidence-based practice.</p> <p>Candidate selects supplementary supports and accommodations that may or may not provide the learner with access to the general education curriculum.</p>	<p>Candidate selects specially designed instruction (SDI) that does not relate to the IEP goals/objectives and the abilities of the learner. When selecting specially designed instruction, the candidate does not incorporate evidence-based practice.</p> <p>Candidate selects supplementary supports and accommodations that do not provide the learner with access to the general education curriculum.</p>

Components	Exceeds Expectations (4)	Meets Expectations (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate demonstrates knowledge of service delivery to identify specially designed instruction and related services. CEC 6.2, 6.3</b></p>	<p>Candidate demonstrates knowledge of service delivery by accurately listing primary (specially designed instruction) and related services, supports for school personnel, and extended school year services that align with the learner's needs. Candidate also accurately lists the date of initiation, frequency, and anticipation duration of special education services.</p> <p>Candidate selects service delivery options that result in a degree of integration that is appropriate to the learner and results in meaningful learning progressions on the IEP.</p>	<p>Candidate demonstrates knowledge of service delivery by accurately listing primary (specially designed instruction) and related services, supports for school personnel, and extended school year services that align with the learner's needs. Candidate also accurately lists the date of initiation, frequency, and anticipation duration of special education services.</p> <p>Candidate selects service delivery options that result in a degree of integration that is appropriate to the learner and results in access to the general education curriculum.</p>	<p>Candidate demonstrates knowledge of service delivery by listing primary (specially designed instruction) and related services, supports for school personnel, and extended school year services. However, the candidate selects special education services that do not align with the learner's needs.</p> <p>OR</p> <p>Candidate makes errors in reporting the date of initiation, frequency, and anticipation duration of special education services.</p> <p>OR</p> <p>Candidate selects service delivery options that do not result in a degree of integration that is appropriate to the learner and minimizes the learner's access to the general education curriculum.</p>	<p>Candidate lacks knowledge of service delivery by listing primary (specially designed instruction) and related services, supports for school personnel, and extended school year services. However, the candidate selects special education services that do not align with the learner's needs.</p> <p>AND</p> <p>Candidate makes errors in reporting the date of initiation, frequency, and anticipation duration of special education services.</p> <p>AND</p> <p>Candidate selects service delivery options that do not result in a degree of integration that is appropriate to the learner and minimizes the learner's access to the general education curriculum.</p>

## Appendix P

### Student Teaching Evaluation - Special Education Scoring Rubric and Alignment to CEC Standards

Department of Exceptionality Programs

College of Education

Bloomsburg University of Pennsylvania

<b>DOMAIN 1: GENERAL AND SPECIALIZED CONTENT KNOWLEDGE</b>				
<b>Components</b>	<b>Exceeds Expectation (4)</b>	<b>Meets Expectation (3)</b>	<b>Inconsistently Meets Expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>
<b>Candidate demonstrates an understanding of the central concepts, structures of the general education curriculum as well as the tools of inquiry to develop meaningful learning progressions for students with exceptionalities. (CEC 3.1)</b>	<p>Candidate demonstrates an understanding of the central concepts, structures of the general education curriculum as well as the tools of inquiry by using the scope and sequence of skills for reading, writing, spelling, math, and content areas to develop and implement systematic and errorless lessons that align with the Pennsylvania K-12 Academic Standards. While instructionally planning and implementing instruction, the candidate uses concrete examples that directly relate and support the academic skill being taught. However, the examples might not relate to the learners' background experiences.</p> <p>The candidate makes minor errors in presenting the curricular content, but self-corrects during the instructional period without prompting from the cooperating teacher or university supervisor.</p> <p>Candidate uses curricular content and instructional pedagogy resulting in meaningful learning progressions for students with exceptionalities.</p>	<p>Candidate demonstrates an understanding of the central concepts, structures of the general education curriculum as well as the tools of inquiry by using the scope and sequence of skills for reading, writing, spelling, math, and content areas to develop and implement systematic lessons that align with the Pennsylvania K-12 Academic Standards. While instructionally planning and implementing instruction, the candidate uses concrete examples that directly relate and support the academic skill being taught. However, the examples might not relate to the learners' background experiences.</p> <p>The candidate makes minor errors in presenting the curricular content, but self-corrects during the instructional period without prompting from the cooperating teacher or university supervisor.</p> <p>Candidate uses curricular content and instructional pedagogy resulting in meaningful learning progressions for students with exceptionalities.</p>	<p>Candidate demonstrates a limited understanding of the central concepts, structures of the general education curriculum as well as the tools of inquiry by developing and implementing lessons that do not follow the scope and sequence of skills for reading, writing, spelling, math, and content areas. Additionally, the candidate may or may not align instruction with the Pennsylvania K-12 Academic Standards.</p> <p>OR</p> <p>While instructionally planning and implementing instruction, the candidate does not present key steps or provide examples that directly relate to and support the academic skill being taught. The candidate makes major errors in presenting the curricular content resulting in the skill being taught incorrectly. Candidate self-corrects with prompting from the cooperating teacher or university supervisor.</p> <p>Candidate does not use curricular content and instructional pedagogy resulting in meaningful learning progressions for students with exceptionalities.</p>	<p>Candidate demonstrates an unacceptable understanding of the central concepts, structures of the general education curriculum as well as the tools of inquiry by developing and implementing lessons that do not follow the scope and sequence of skills for reading, writing, spelling, math, and content areas. Additionally, the candidate does not align instruction with the Pennsylvania K-12 Academic Standards.</p> <p>AND</p> <p>While instructionally planning and implementing instruction, the candidate does not present key steps or provide examples that directly relate to and support the academic skill being taught. The candidate makes major errors in presenting the curricular content resulting in the skill being taught incorrectly. Candidate requires tutoring from the cooperating teacher or university supervisor to remediate errors.</p> <p>Candidate does not use curricular content and instructional pedagogy resulting in meaningful learning progressions for students with exceptionalities.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate demonstrates an understanding of the central concepts, structures of the specialized curriculum as well as the tools of inquiry to develop meaningful learning progressions for students with exceptionalities. (CEC 3.1)</b></p>	<p>Candidate demonstrates an understanding of the central concepts, structures of the specialized curriculum as well as the tools of inquiry by understanding the scope and sequence of communication, social, independent functioning, and life skills and the importance each specialized area is in accessing instruction and improving specialized skill acquisition.</p> <p>Candidate provides organized, structured, and errorless learning opportunities that are relevant to the learners' communication, social, independent functioning, and life skills needs by aligning the learning opportunities with the learners' background experiences and encouraging learner independence and self-determination.</p> <p>Candidate effectively uses curricular content and instructional pedagogy to make meaningful learning progressions in school, home, and community environments.</p>	<p>Candidate demonstrates an understanding of the central concepts, structures of the specialized curriculum as well as the tools of inquiry by understanding the scope and sequence of communication, social, independent functioning, and life skills and the importance each specialized area is in accessing instruction and improving specialized skill acquisition.</p> <p>Candidate provides organized and structured learning opportunities that are relevant to the learners' communication, social, independent functioning, and life skills needs. While the candidate aligns the learning opportunities with the learners' background experiences, the candidates may not meaningfully encourage learner independence and self-determination. The candidate makes minor errors in instruction, but self-corrects during the instructional period without prompting from the cooperating teacher or university supervisor.</p> <p>Candidate effectively uses curricular content and instructional pedagogy to make meaningful learning progressions in school, home, and community environments.</p>	<p>Candidate demonstrates a limited understanding of the central concepts, structures of the specialized curriculum as well as the tools of inquiry by understanding the scope and sequence of communication, social, independent functioning, and life skills. However, the candidate does not demonstrate the importance each specialized area plays in accessing instruction and improving specialized skill acquisition.</p> <p>OR</p> <p>Candidate provides random learning opportunities that are relevant to the learners' communication, social, independent functioning, and life skills needs. Candidate may or may not align the learning opportunities with the learners' background experiences. The candidate makes major errors in instruction, and requires prompting from the cooperating teacher or university supervisor to make corrections.</p> <p>Candidate does not use curricular content and instructional pedagogy to make meaningful learning progressions across environments.</p>	<p>Candidate demonstrates a limited understanding of the central concepts, structures of the specialized curriculum as well as the tools of inquiry by not understanding the scope and sequence of communication, social, independent functioning, and life skills. Additionally, the candidate does not demonstrate the importance each specialized area plays in accessing instruction and improving specialized skill acquisition.</p> <p>AND</p> <p>Candidate provides random learning opportunities that are relevant to the learners' communication, social, independent functioning, and life skills needs. Candidate may or may not align the learning opportunities with the learners' background experiences. The candidate makes major errors in instruction, and requires prompting from the cooperating teacher or university supervisor to make corrections.</p> <p>Candidate does not use curricular content and instructional pedagogy to make meaningful learning progressions across environments.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate uses knowledge of general and specialized curricula to integrate content and skill acquisition across subjects. (CEC 3.1)</b></p>	<p>Candidate uses knowledge of general and specialized curricula to effectively integrate content and skill acquisition across subjects by demonstrating for learners with exceptionalities how the content/skill being used in one subject can be used in other subjects. Additionally, the candidate requires learners to participate in a variety of practice activities that require functional and relevant application of skills in diverse subjects. Based on the learners' performance, learners with exceptionalities are able to successfully generalize the content/skill to other subjects and settings.</p>	<p>Candidate uses knowledge of general and specialized curricula to effectively integrate content and skill acquisition across subjects by demonstrating for learners with exceptionalities how the content/skill being used in one subject can be used in other subjects. Additionally, the candidate requires learners to participate in practice activities that require application of skills in diverse subjects. However, the candidate utilizes activities that are not functional. As a result, learners are able to perform the skill in the learning environment which the content/skill is taught, but content/skill does not consistently generalize.</p>	<p>Candidate uses knowledge of general and specialized curricula to attempt to integrate content and skill acquisition across subjects by demonstrating for learners with exceptionalities how the content/skill being used in one subject can be used in other subjects. However, the candidate requires learners to participate in practice activities in a manner that does not promote generalization. Consequently, based on the learners' performance, learners are able to perform the skill in the learning environment which the content/skill is taught.</p>	<p>Candidate uses knowledge of general and specialized curricula to increase skill acquisition within the learning environment in which the content/skill is taught by demonstrating for learners with exceptionalities how the skill is used in the current subject or learning environment. Candidate requires learners to participate in practice activities in a manner that does not promote generalization. Consequently, based on the learners' performance, learners are able to perform the skill in the learning environment which the content/skill is taught.</p>
<p><b>Candidate uses general and specialized curriculum to individualize learning for individuals with exceptionalities. (CEC 3.2)</b></p>	<p>Candidate uses general and specialized curriculum to plan and deliver individualized learner-focused instruction by linking instructional content and methods to the learner's IEP.</p> <p>Candidate utilizes instructional methods and materials that align with the learners' instructional interests and needs, and meaningfully incorporates technology into instruction to increase access to and participation in instruction as well as improve learning outcomes.</p>	<p>Candidate uses general and specialized curriculum to plan and deliver individualized learner-focused instruction by linking instructional content and methods to the learner's IEP.</p> <p>Candidate utilizes instructional methods and materials that align with the learners' instructional interests and needs, and meaningfully incorporates technology into instruction to increase access to and participation in instruction. However, it is not evident how learning outcomes are improved.</p>	<p>Candidate uses general and specialized curriculum to plan and deliver individualized learner-focused instruction by linking instructional content, and methods to the learner's IEP.</p> <p>Candidate utilizes instructional methods and materials that may or may not align with the learners' instructional needs, and incorporates technology into instruction to increase access to instruction, but the use of technology does not increase learner engagement in instruction.</p>	<p>Candidate makes an effort to use general and specialized curriculum to plan and deliver individualized learner-focused instruction. However, the candidate does not establish a link between the instructional content and methods used and the learner's IEP.</p> <p>Candidate utilizes instructional methods and materials that may or may not align with the learners' instructional needs. Candidate incorporates technology into instruction, but it is not evident how technology increases access to instruction.</p>



Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate adapts general and specialized curricula to make instruction accessible to individual with exceptionalities. (CEC 3.3)</b>	<p>Based on the learner's abilities, interests, environment needs, and communication needs, the candidate without prompting from the cooperating teacher or university supervisor, adapts general education curricular content, methods, and materials to increase learners' access to instruction. Candidate uses learner performance data to adjust instructional presentation modes, processing requirements, and output requirements without lowering or modifying learning expectations.</p> <p>In cases where curricular content needs to be adapted, the candidate first utilizes least intrusive accommodations such as adjusting the reading difficulty before utilizing more intrusive modifications that require learners with exceptionalities to engage in alternative content different from that of their peers without exceptionalities. If alternative content is required, the candidate assures that the content is functional and relevant and can be linked to the learner's IEP as well as to the instruction provided in the general education classroom.</p>	<p>Based on the learner's abilities, interests, environment needs, and communication needs, the candidate without prompting from the cooperating teacher or university supervisor adapts general education curricular content, methods, and materials to increase learners' access to instruction. Candidate uses learner performance data to adjust instructional presentation modes, processing requirements, and output requirements without lowering or modifying learning expectations.</p> <p>In cases where curricular content needs to be adapted, the candidate first utilizes least intrusive accommodations such as adjusting the reading difficulty before utilizing more intrusive modifications that require learners with exceptionalities to engage in alternative content different from that of their peers without exceptionalities. If alternative content is required, the candidate assures that the content is functional and relevant and can be linked to the learner's IEP, but the candidate does not link the curricular content to the instruction provided in the general education classroom.</p>	<p>Candidate with prompting from the cooperating teacher or university supervisor, adapts general education curricular content, methods, and materials in an attempt to increase learners' access to instruction. Candidate utilizes the suggestions of the cooperating teacher or university supervisor to effectively make adaptations to instructional presentation modes, learner processing requirements, or learner output requirements.</p> <p>OR</p> <p>In cases where curricular content needs to be adapted, the candidate does not use a continuum of adaptations, but randomly selects accommodations. As a result, the learner may not access instruction.</p>	<p>Although the cooperating teacher or university supervisor prompts the candidate, the candidate does not adapt general education curricular content, methods, or materials in an attempt to increase learners' access to instruction. Candidate does not utilize the suggestions of the cooperating teacher or university supervisor to effectively make adaptations to instructional presentation modes, learner processing requirements, or learner output requirements.</p> <p>In cases where curricular content needs to be adapted, the candidate does not recognize the need. As a result, the learner cannot access instruction.</p>

## DOMAIN 2: ASSESSMENT

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate selects and uses technically sound formal and informal assessments that minimize bias. (CEC 4.1)</b>	<p>Candidate selects and uses formal and informal assessments for its intended purpose (comparison, identify strengths and needs, progress monitoring). The candidate understands the strengths and limitations of various types of assessments, and selects and uses the assessments that result in the most accurate data and least amount of bias.</p> <p>Candidate accurately follows directions for the development, scoring, and assessment administration procedures correctly. Candidate is proficient in hand scoring as well as electronically scoring assessments.</p>	<p>Candidate selects and uses formal and informal assessments for its intended purpose (comparison, identify strengths and needs, progress monitoring). The candidate understands the strengths and limitations of various types of assessments, and selects and uses the assessments that result in the most accurate data and least amount of bias.</p> <p>Candidate accurately follows directions for the development, scoring, and assessment administration procedures correctly.</p>	<p>Candidate selects and uses formal and informal assessments based on availability instead of need. As a result, the candidate selects and uses assessments that may not result in the most useful data.</p> <p>OR</p> <p>Candidate makes errors in developing, scoring, and administering the various types of assessments.</p>	<p>Candidate selects and uses formal and informal assessments based on availability instead of need. As a result, the candidate selects and uses assessments that may not result in the most useful data.</p> <p>AND</p> <p>Candidate makes errors in developing, scoring, and administering the various types of assessments.</p>
<b>Candidate uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities. (CEC 4.2)</b>	<p>Candidate uses knowledge of measurement principles and practices to accurately interpret and use various types of assessment results to provide input for decisions regarding eligibility, longitudinal planning (IEP, ITP, and BIP), short-term planning (lesson plans), lesson implementation, and progress monitoring for individuals with exceptionalities.</p> <p>Candidate can accurately interpret various data forms such as standardized scores, observation data, and work sample data. Based on the data sources, the candidate can correctly establish the learner's observable and measurable strengths, needs, and error patterns.</p>	<p>Candidate uses knowledge of measurement principles and practices to accurately interpret and use various types of assessment results to provide input for decisions regarding eligibility, longitudinal planning (IEP, ITP, and BIP), short-term planning (lesson plans), lesson implementation, and progress monitoring for individuals with exceptionalities.</p> <p>Candidate can accurately interpret various data forms such as standardized scores, observation data, and work sample data. Based on the data sources, the candidate can correctly establish the learner's strengths, needs, and error patterns. However, the candidate does not state strengths, needs, and errors in observable and measurable statements.</p>	<p>Candidate attempts to use knowledge of measurement principles and practices to interpret and use assessment results to provide input for decisions regarding eligibility, longitudinal planning (IEP, ITP, and BIP), short-term planning (lesson plans), lesson implementation, and progress monitoring for individuals with exceptionalities.</p> <p>Candidate can accurately interpret discrete data forms such as standardized scores, observation data, and work sample data. However, the candidate does not establish a link between the various types of data to determine the learner's strengths, needs, and errors.</p>	<p>Candidate does not use knowledge of measurement principles and practices to interpret and use assessment results to provide input for decisions regarding eligibility, longitudinal planning (IEP, ITP, and BIP), short-term planning (lesson plans), lesson implementation, and progress monitoring for individuals with exceptionalities.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate in collaboration with colleagues and families use multiple types of assessment information in making decisions about learners with exceptionalities. (CEC 4.3)</b>	<p>Candidate in collaboration with colleagues and families effectively uses multiple types of assessment information in making decisions about learners with exceptionalities regarding eligibility, longitudinal and short-term planning, instructional delivery, and behavior management by using both quantitative and qualitative data from multiple stakeholders (teacher, family, and the student).</p> <p>In cases where data sources may not align, the candidate triangulates the data to increase the justification for an educational decision.</p> <p>The candidate's use of data has generally positively supported effective planning and instructional implementation decisions.</p>	<p>Candidate in collaboration with colleagues and families effectively uses multiple types of assessment information in making decisions about learners with exceptionalities regarding eligibility, longitudinal and short-term planning, instructional delivery, and behavior management by using both quantitative and qualitative data from multiple stakeholders (teacher, family, and the student).</p> <p>Because the candidate did not attempt to triangulate data when the data sources did not align, the candidate's use of data may or may not have positively supported effective planning and instructional implementation decisions.</p>	<p>Candidate in collaboration with the cooperating teacher uses classroom qualitative and quantitative data sources in making decisions about learners with exceptionalities regarding eligibility, longitudinal and short-term planning, instructional delivery, and behavior management.</p> <p>Because the candidate did not use data sources from a variety of stakeholders and settings, the candidate's use of data may or may not have positively supported effective planning and instructional implementation decisions.</p>	<p>Candidate did not collaborate with the cooperating teacher to identify the qualitative and quantitative data sources that should be used in making decisions about learners with exceptionalities regarding eligibility, longitudinal and short-term planning, instructional delivery, and behavior management.</p> <p>The candidate randomly selected sources of data with no justification. As a result, the candidate's use of data does not support effective planning and instructional implementation decisions.</p>
<b>Candidate provides feedback to learners with exceptionalities to engage them in working toward quality learning and performance. (CEC 4.4)</b>	<p>Candidate provides effective academic and behavioral feedback to learners with exceptionalities to engage them in working toward quality learning and performance by providing feedback that is timely, functional, and is presented in a variety of forms (formal and summative). Candidate provides feedback to the learner on both accurate and inaccurate responses.</p> <p>Candidate engages the learners with exceptionalities in self-monitoring their own performance, and utilizes the learners' responses as a feedback loop to adjust learning experiences.</p>	<p>Candidate provides effective academic and behavioral feedback to learners with exceptionalities to engage them in working toward quality learning and performance by providing feedback that is timely, functional, and is presented in a variety of forms (formal and summative). Candidate provides feedback to the learner on both accurate and inaccurate responses.</p> <p>Candidate encourages the learners with exceptionalities to self-monitor their own performance, but formal feedback procedures are not in place.</p>	<p>Candidate provides academic and behavioral feedback to learners with exceptionalities to engage them in working toward quality learning and performance. Candidate demonstrates issues with timeliness, functionality, and variety of the feedback. Candidate provides feedback to the learner on inaccurate responses only.</p> <p>Candidate misses opportunities to encourage the learners with exceptionalities to self-monitor their own performance.</p>	<p>Candidate provides academic and behavioral feedback to learners with exceptionalities to engage them in working toward quality learning and performance. Candidate demonstrates issues with timeliness, functionality, and variety of the feedback. Candidate provides feedback to the learner on inaccurate responses only.</p> <p>Candidate misses opportunities to encourage the learners with exceptionalities to self-monitor their own performance.</p>

### DOMAIN 3: INSTRUCTIONAL PLANNING AND DELIVERY

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate uses understanding of development and individual differences to design instructional goals and objectives for individuals with exceptionalities. (CEC 5.1)</b></p>	<p>Candidate demonstrates an understanding of the impact of development and individual learning differences (family, culture, linguistic, learning styles, and exceptional needs) by developing and communicating instructional lesson objectives that are observable and measurable. Candidate designs instructional goals and lesson objectives that are challenging, developmentally appropriate, and extend conceptual learning.</p>	<p>Candidate demonstrates an understanding of the impact of development and individual learning differences (family, culture, linguistic, learning styles, and exceptional needs) by developing and communicating instructional lesson objectives that are observable and measurable. Candidate designs instructional goals and lesson objectives that are challenging, developmentally appropriate and result in mastery of the lesson objective.</p>	<p>Candidate demonstrates an emerging understanding of the impact of development and individual learning differences (family, culture, linguistic, learning styles, and exceptional needs) by developing and/or communicating instructional lesson objectives. However, the candidate writes lesson objectives and goals that are not observable and measurable. Additionally, the candidate designs instructional goals and lesson objectives that are not developmentally appropriate, but do not take into consideration the impact of other learner differences.</p>	<p>Candidate demonstrates an unacceptable understanding of the impact of development and individual learning differences (family, culture, linguistic, learning styles, and exceptional needs) by developing and/or communicating instructional lesson objectives. Further, the candidate writes lesson objectives and goals that are not observable and measurable. Candidate also designs instructional goals and lesson objectives that are not developmentally appropriate, and do not take into consideration the impact of other learner differences.</p>
<p><b>Candidate considers individual abilities, interests, learning environments, and cultural and linguistic factors in the selection and development of learning experiences for individuals with exceptionalities. (CEC 5.1)</b></p>	<p>Candidate considers the influence of individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities by developing a sequenced and systematic plan for delivering a mix of explicit and implicit evidence-based instruction supported with concrete examples that align with the learners' experiences and interests.</p> <p>Candidate designs <u>differentiated</u> instructional activities that are creative, motivating, and result in skill acquisition for learners with exceptionalities.</p>	<p>Candidate considers the influence of individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities by developing a sequenced and systematic plan for delivering explicit evidence-based instruction supported with concrete examples that align with the learners' experiences and interests.</p> <p>Candidate designs <u>individualized</u> instructional activities that result in skill acquisition for learners with exceptionalities, but activities may not be motivating or creative.</p>	<p>Candidate considers the influence of individual abilities, interests, learning environments, and linguistic factors in the selection, development, and adaptation of learning experiences for individuals by developing a plan for delivering instruction. However, the candidate does not incorporate evidence-based practices.</p> <p style="text-align: center;">OR</p> <p>Candidate designs instructional activities that may or may not result in skill acquisition for learners with exceptionalities, because the candidate does not address the impact of cultural and environmental learner differences.</p>	<p>Candidate does not consider the influence of individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities by developing a plan for delivering instruction. The candidate does not incorporate evidence-based practices.</p> <p style="text-align: center;">AND</p> <p>Candidate designs instructional activities that do not result in skill acquisition for learners with exceptionalities, because the candidate does not address the impact of cultural and environmental learner differences.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate uses technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. (CEC 5.2)</b></p>	<p>Candidate effectively uses a variety of technologies routinely to support instructional assessment, planning, and delivery of instruction by seamlessly integrating technology into the pedagogical planning and implementation of instruction without disrupting the flow of instruction. Candidate's use of technology is motivating and engaging and increases learners' instructional access and performance.</p>	<p>Candidate effectively uses technologies to support instructional assessment, planning, and delivery of instruction by integrating technology into the pedagogical planning and implementation of instruction. However, the candidate experienced glitches in using technology that caused disruptions in the flow of instruction. Candidate's use of instruction is motivating and engaging to learners and increases instructional access to learners with exceptionalities.</p>	<p>Candidate attempts to use technologies to support instructional assessment, planning, and delivery of instruction by integrating technology into the pedagogical planning and implementation of instruction. Candidate's use of technology appeared to be a "pedagogical add on" to instruction as opposed to an integrated component of instruction. Candidate's use of technology engaged the teacher more than the learner. Therefore, it is not evident that learners experienced increased access to instruction and improved learner performance.</p>	<p>Candidate attempts to use technologies to support instructional assessment, planning, and delivery of instruction by integrating technology into the pedagogical planning and implementation of instruction. However, the candidate did not appear to be familiar with the technology resulting in significant disruptions in the flow of instruction. Due to the disruptions, it is not evident that learners experienced increased access to instruction and improved learner performance.</p>
<p><b>Candidate is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of students with exceptionalities. (CEC 5.3)</b></p>	<p>Candidate is familiar with a variety of low tech and high tech alternative and innovative augmentative and alternative communication systems. Candidate can articulate the purpose of the AAC system, how it is used by the learner, and can facilitate the learner using the technology, without guidance from the cooperating teacher, to communicate of desires, needs, and ideas.</p>	<p>Candidate is familiar with a variety of low tech and high tech alternative and innovative augmentative and alternative communication systems. Candidate can articulate the purpose of the AAC system used by the learner, how it is used by the learner, and can facilitate the learner using the technology, with guidance from the cooperating teacher, to communicate desires, needs, and ideas.</p>	<p>Candidate is not familiar with a variety of low tech and high tech alternative and innovative augmentative and alternative communication systems. Candidate can articulate the purpose of the AAC system used by the learner, but is not sure how the learner uses the AAC technology. Consequently, the candidate requires training by the cooperating teacher to facilitate the learner using the technology to communicate desires, needs, and ideas.</p>	<p>Candidate is not familiar with alternative and innovative augmentative and alternative communication systems. Candidate cannot articulate the purpose of the AAC system or how the learner uses the AAC technology. Consequently, the candidate cannot facilitate the learner using the technology to communicate desires, needs, and ideas.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate uses strategies to enhance language development and communication skills of learners with exceptionalities. (CEC 5.4)</b></p>	<p>Candidate uses strategies to enhance language development and communication skills of learners with exceptionalities by serving as an effective model of oral and written language.</p> <p>Candidate effectively uses resources and evidence-based instruction to facilitate improvements in the receptive and expressive language skills of learners who do not speak and learners whose primary language is not English to enhance access to the curricular content being taught.</p> <p>Candidate explicitly and systematically infuses language and communication instruction across settings into the learner's daily routines and supports instruction with concrete language experiences that align with the learner's communication and environmental needs.</p> <p>Candidate's selects and uses instructional strategies and materials that result in observable improvements in the communication and language skills of the learner across learning environments.</p>	<p>Candidate uses strategies to enhance language development and communication skills of learners with exceptionalities by serving as an effective model of oral and written language. Candidate at times uses informal speech.</p> <p>Candidate considers the impact of a disability and cultural influences on the receptive and expressive language development of learners with exceptionalities or those whose primarily language is not English by using evidence-based instruction to increase the communication skills and understanding of the curricular content being taught.</p> <p>Candidate explicitly and systematically incorporates concrete language experiences into instruction within the setting where communication and language needs have been identified.</p> <p>Candidate selects and uses instructional strategies and materials that result in observable improvements in the communication and language skills of the learner within the learning environment in which instruction is provided.</p>	<p>Candidate uses strategies to enhance language development and communication skills of learners with exceptionalities by trying to model grammatically and mechanically correct oral and written language. However, the candidate makes errors, but the candidate self-corrects soon after the error is made.</p> <p>Candidate delivers planned instructional opportunities to learners with exceptionalities and those whose primary language is not English in an effort to enhance the communication skills and understanding of the curricular content being taught. However, the candidate does not consider how a disability or cultural influences impact language acquisition of learners with exceptionalities by using language concepts that are not in the scope of the learner's receptive or expressive language vocabulary. Candidate may use concrete language experiences to support instruction, but the experiences do not align with the learner's functional needs of environmental experiences.</p> <p>Candidate selects and uses instructional strategies and materials that do not result in observable improvements in the learner's communication and language skills.</p>	<p>Candidate does not effectively use strategies to enhance language development and communication skills of learners with exceptionalities. Candidate makes grammatical and mechanical errors in oral and written language, and does not self-correct.</p> <p>Candidate does not provide learners with exceptionalities and those whose primary language is not English with planned instructional language experiences to enhance the communication skills and understanding of the curricular content being taught. Candidate appears to rely on the learner's natural and daily interactions with peers, teachers, and the environment to improve language acquisition and communication skills.</p> <p>Candidate selects and uses instructional strategies and materials that do not result in observable improvements in the learner's communication and language skills.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate develops and implements a variety of longitudinal and short-term plans for learners with exceptionalities. (CEC 5.5)</b>	<p>Candidate, in collaboration with professionals, family, and the student, effectively develops and implements a variety of longitudinal plans (IEP, ITP, and BIP) for learners with exceptionalities by developing goals and benchmarks that address the individual learning needs of the student and promotes skill mastery and generalization across school, home, and community settings.</p> <p>Candidate develops and implements short-term instructional plans (lesson plans and unit plans) that directly align to the learner's IEP, ITP, and/or BIP and promotes meaningful learning progressions and generalizations.</p>	<p>Candidate, in collaboration with professionals, family, and the student, effectively develops and implements a variety of longitudinal plans (IEP, ITP, and BIP) for learners with exceptionalities by developing goals and benchmarks that address the individual learning needs of the student and promotes skill mastery.</p> <p>Candidate develops and implements short-term instructional plans (lesson plans and unit plans) that directly align to the learner's IEP, ITP, and/or BIP and promotes meaningful learning progressions.</p>	<p>Candidate, in collaboration with professionals, family, and the student, observes the development of a variety of longitudinal plans (IEP, ITP, and BIP) for learners with exceptionalities. Although offered the opportunity, the candidate does not actively participate in the development of the longitudinal plans (IEP, ITP, and BIP).</p> <p>However, the candidate uses the longitudinal plans to develop and implement short-term instructional plans (lesson plans and unit plans) that align to the learner's IEP, ITP, and/or BIP in an effort to promote meaningful learning progressions.</p>	<p>Candidate does not attend IEP meetings where longitudinal plans such as the IEP, ITP, and BIP are developed. Candidate cannot articulate the relationship between the IEP, ITP, and/or BIP and short-term instructional plans such as lesson plans and unit plans. As a result, the candidate does not consider using the IEP, ITP, and/or the BIP when designing daily instructional plans.</p>
<b>Candidate teaches to mastery and promotes generalization of learning. (CEC 5.6)</b>	<p>Candidate teaches to mastery by expecting learners to demonstrate proficiency in a skill or set of behaviors before moving to the next curricular concept. In addition, the candidate demonstrates how the skill or set of behaviors can be used in other settings and requires the learners to practice the skill in other settings which positively impacts generalization of learning.</p>	<p>Candidate teaches to mastery by expecting learners to demonstrate proficiency in a skill or set of behaviors before moving to the next curricular concept. In addition, the candidate demonstrates how the skill or set of behaviors can be used in other settings. However, the candidate does not require the learners to practice the skill in other settings which limits the degree to which the learners' skills and behaviors generalize.</p>	<p>Candidate teaches to mastery by expecting learners to demonstrate proficiency in a skill or set of behaviors before moving to the next curricular concept. However, the candidate does not demonstrate or require the learners to show how the skill or set of behaviors can be used in other settings.</p>	<p>Candidate does not expect mastery of curricular concepts before moving to the next curricular concept. As a result, learners with exceptionalities end up with splintered skills that do not integrate into useable behaviors.</p>
<b>Candidate promotes critical thinking and problem solving to learners with exceptionalities. (CEC 5.7)</b>	<p>Candidate promotes critical thinking and problem solving to learners with exceptionalities by teaching learners with exceptionalities how to ask and respond to high level questions such as application, analysis, synthesis, and/or evaluation of knowledge.</p> <p>Candidate requires learners with exceptionalities to engage in practice activities that provide opportunities for critical thought at a level commensurate with the learner's abilities.</p>	<p>Candidate promotes critical thinking and problem solving to learners with exceptionalities by teaching learners with exceptionalities how to respond to high level questions that involve the application, analysis, synthesis, and/or evaluation of knowledge.</p> <p>However, when the candidate implements practice activities, the candidate may require learners with exceptionalities to use critical thought at a level that is not commensurate with the learner's abilities.</p>	<p>Candidate attempts to promote critical thinking and problem solving to learners with exceptionalities by asking learners high level questions that involve the application, analysis, synthesis, and/or evaluation of knowledge.</p> <p>However, because the candidate did not provide instruction on how to ask or respond to critical thinking questions, the learners with exceptionalities are not able to process the information at the level of thought required.</p>	<p>Candidate does not attempt to promote critical thinking and problem solving to learners with exceptionalities by asking learners with exceptionalities low level questions that involve basic recall or comprehension.</p>



**DOMAIN 4: CLASSROOM MANAGEMENT**

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate maximizes instruction by engaging learners with exceptionalities in relevant and culturally responsive learning activities and social interactions. (CEC 2.1)</b>	<p>Candidate maximizes instruction by engaging learners with exceptionalities in relevant and culturally responsive learning activities and social interactions.</p> <p>Candidate requires learners to actively engage in individual and group activities. When selecting materials and learning activities, the candidate considers the relevance to the learner, learner's interests, learning preference, and cultural values.</p> <p>Candidate provides learners with exceptionalities structured curricular and extra-curricular opportunities to interact with learners without</p>	<p>Candidate maximizes instruction by engaging learners with exceptionalities in relevant and culturally responsive learning activities and social interactions.</p> <p>Candidate requires learners to actively engage in individual and group activities. When selecting materials and learning activities, the candidate considers the relevance to the learner, learner's interests, learning preference, and cultural values.</p> <p>Candidate provides learners with exceptionalities planned and structured opportunities to interact with learners without exceptionalities</p>	<p>Candidate primarily requires learners with exceptionalities to participate in learning activities that may be skill relevant, but the candidate mostly uses passive activities such as paper-pencil tasks. Consequently, when selecting materials and learning activities, the candidate does not consider the learner's interests, learning preference, and cultural values.</p> <p>OR</p> <p>Candidate provides learners with exceptionalities unstructured and unplanned opportunities to interact with learners without exceptionalities during the school day.</p>	<p>Candidate primarily requires learners with exceptionalities to participate in learning activities that may be skill relevant, but the candidate mostly uses passive activities such as paper-pencil tasks. Consequently, when selecting materials and learning activities, the candidate does not consider the learner's interests, learning preference, and cultural values.</p> <p>AND</p> <p>Candidate provides learners with exceptionalities unstructured and unplanned opportunities to interact with learners without exceptionalities during the school day.</p>



Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate establishes and manages academic and non-academic classroom routines. (CEC 2.1)</b></p>	<p>In collaboration with the cooperating teacher, the candidate effectively establishes and manages academic and non-academic classroom routines for learners with exceptionalities.</p> <p>In respect to academic routines, the candidate establishes verbal and non-verbal prompts for signaling transition time between subjects/activities as well as procedures for submitting and returning daily work/homework. The candidate may also establish other procedures and routines such as for student responses.</p> <p>In respect to non-academic routines such as attendance, lunch count, line up, and material storage, the candidate visually posts the routines and manages the routines by encouraging learners with exceptionalities to be involved in the management of the routines. Candidate rotates those involved in executing the routines to create an atmosphere of inclusiveness and community.</p> <p>Learners appear to understand the expectations by demonstrating behaviors that align with the classroom routines.</p>	<p>In collaboration with the cooperating teacher, the candidate effectively establishes and manages academic and non-academic classroom routines for learners with exceptionalities.</p> <p>In respect to academic routines, the candidate establishes verbal and non-verbal prompts for signaling transition time between subjects/activities as well as procedures for submitting and returning daily work/homework. The candidate may also establish other procedures and routines such as for student responses.</p> <p>In respect to non-academic routines such as attendance, lunch count, line up, and material storage, the candidate visually posts the routines and effectively manages the routines.</p> <p>Learners appear to understand the expectations by demonstrating behaviors that align with the classroom routines.</p>	<p>In collaboration with the cooperating teacher, the candidate establishes academic and non-academic classroom routines for learners with exceptionalities. However, the candidate does not consistently manage the academic or non-academic routine. Although the routines are posted, the candidate may forget to perform certain routines or does not appear aware of the learner who is responsible for a certain daily routine.</p> <p>Learners do not appear to understand the expectations by demonstrating behaviors that lack adherence to posted classroom routines.</p>	<p>In collaboration with the cooperating teacher, the candidate establishes academic and non-academic classroom routines for learners with exceptionalities without consulting with the cooperating teacher. As a result, learners with exceptionalities are unintentionally functioning under dual expectations.</p> <p>Learners do not appear to understand the expectations by demonstrating behaviors that lack adherence to posted classroom routines.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidates use motivational and instructional interventions to teach learners with exceptionalities how to adapt to different environments. (CEC 2.2)</b></p>	<p>Candidate effectively uses motivational and instructional interventions to teach learners with exceptionalities how to adapt to the expectations and demands of different environments (e.g., classrooms, routines, cafeteria, library, playground, gym) by teaching learners with exceptionalities the expectations of each learning environment, and having learners model and practice appropriate responses within the given environment. The candidate designs and implements activities that are tailored to the issue(s) in which the learner is having difficulty adapting.</p> <p>Candidate anticipates the need for instruction before the learner demonstrates a behavioral issue in another classroom or setting.</p> <p>As a result of effective instruction and practice, the learner improves their ability to adapt to different environments.</p>	<p>Candidate uses motivational and instructional interventions to teach learners with exceptionalities how to adapt to the expectations and demands of different environments (e.g., classrooms, routines, cafeteria, library, playground, gym) by teaching learners with exceptionalities the expectations of each learning environment, and having learners model and practice appropriate responses to the issue(s) in which the learner is having difficulty adapting. However, the candidate conducts the modeling and practice in response to the learner demonstrating a behavioral issue in another classroom or setting.</p> <p>Consequently, the learner may be able to demonstrate how they would adapt to different environments.</p>	<p>Candidate ineffectively uses motivational and instructional interventions to teach learners with exceptionalities how to adapt to the expectations and demands of different environments (e.g., classrooms, routines, cafeteria, library, playground, gym).</p> <p>Candidate does not use relevant and engaging interventions that are tailored to the expectations in which the learner is struggling to adapt. Candidate generically discusses with the learner the importance of adapting to other environments, and has the learner role play scenarios.</p> <p>As a result, the learner does not improve their ability to adapt to different environments.</p>	<p>Candidate does not teach learners with exceptionalities how to adapt to the expectations and demands of different environments (e.g., classrooms, routines, cafeteria, library, playground, gym). Candidate tells the learner of the importance of adapting to other environments. However, the candidate does not model appropriate responses or have learners engage in relevant practice.</p> <p>As a result, the learner does not improve their ability to adapt to different environments, and in some settings the learner's ability to adapt deteriorates.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate creates safe and inclusive learning environments by setting behavioral expectations for learners with exceptionalities. (CEC 2.1)</b>	<p>In collaboration with the cooperating teacher, the candidate creates safe and inclusive learning environments by including learners with exceptionalities in the designing of observable and positively stated behavioral expectations. Candidate includes context for the behavioral expectations as necessary, and assures that the behavior expectation identified by the learners benefits their academic and social needs.</p> <p>Candidate posts the behavior expectations in word and picture form for those whose primary language is not English or for those who have reading and language issues.</p> <p>To enhance retention, candidate has learners model the behavioral expectations.</p>	<p>In collaboration with the cooperating teacher, the candidate creates safe and inclusive learning environments by setting observable behavioral expectations for learners with exceptionalities that are stated positively and data driven. Candidate includes context for the behavioral expectations as necessary.</p> <p>Candidate posts the behavior expectations in word and picture form for those whose primary language is not English or for those who have reading and language issues.</p> <p>To enhance retention, candidate models the behavioral expectations.</p>	<p>In collaboration with the cooperating teacher, the candidate attempts to create safe and inclusive learning environments by setting appropriate behavioral expectations for learners with exceptionalities. Although the expectations are stated positively, the expectations are not observable. Candidate does not include context for the behavioral expectations.</p> <p>Candidate posts the behavior expectations in word form, but may not include picture form for those whose primary language is not English or for those who have reading and language issues.</p> <p>The candidate does not model the behavioral expectations, but gives verbal examples.</p>	<p>Candidate does not create safe and inclusive learning environments by setting appropriate behavioral expectations for learners with exceptionalities. The candidate states the expectations negatively, and the expectations are not observable. Candidate does not include context for the behavioral expectations.</p> <p>Candidate posts the behavior expectations in word form, but does not include picture form for those whose primary language is not English or for those who have reading and language issues.</p> <p>The candidate does not model the behavioral expectations or give verbal examples.</p>
<b>Candidate creates safe learning environments by managing and modifying behavioral antecedents. (CEC 2.3)</b>	<p>Candidate creates safe learning environments by managing antecedents that trigger inappropriate learner behavior. Candidate effectively and consistently scans the learning environment as a means to anticipate unwanted antecedents. Additionally, the candidate effectively uses preventative strategies such as proximity control, preferential seating, humor, and removal of enticing objects to curtail undesired behavior.</p> <p>When necessary, the candidate uses learner performance data to effectively modify existing antecedents such as prompts, materials, methods, arrangements in order to promote the desired behavioral response.</p>	<p>Candidate creates safe learning environments by managing antecedents that trigger inappropriate learner behavior. Candidate effectively and consistently scans the learning environment as a means to anticipate unwanted antecedents. Additionally, the candidate effectively uses preventative strategies such as proximity control, preferential seating, humor, and removal of enticing objects to curtail undesired behavior.</p> <p>When necessary, the candidate modifies existing antecedents such as prompts, materials, methods, seating arrangements, to promote the desired behavioral response. However, the candidate does not use learner performance data to drive the modifications. As a result, the candidate's modifications may not have the desired impact on the learner's behavior.</p>	<p>Candidate attempts to create safe learning environments by managing antecedents that trigger inappropriate learner behavior. However, the candidate does not effectively and consistently scan the learning environment as a means to anticipate unwanted antecedents. Additionally, the candidate ineffectively uses preventative strategies such as proximity control, preferential seating, humor, and removal of enticing objects to curtail undesired behavior.</p> <p>When necessary, the candidate modifies existing antecedents such as prompts, materials, methods, seating arrangements, to promote the desired behavioral response. However, the candidate does not use learner performance data to drive the modifications. As a result, the candidate's modifications may not have the desired impact on the learner's behavior.</p>	<p>Candidate does not create safe learning environments by managing antecedents that trigger inappropriate learner behavior. The candidate frequently has their back to the learners and thus does not effectively and consistently scan the learning environment as a means to anticipate unwanted antecedents. Candidate does not make effective use of preventative strategies such as proximity control, preferential seating, humor, and removal of enticing objects to curtail undesired behavior.</p> <p>Because the candidate does not effectively scan the learning environment, the candidate is not aware of the antecedents that need modified. As a result, the candidate spends more time managing learner behavior than providing instruction.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate creates safe and culturally responsive learning environments by developing and implementing a system of positive and negative consequences. (CEC 2.3)</b></p>	<p>In collaboration with the cooperating teacher, the candidate creates safe learning environments by developing and implementing a continuum of positive and negative consequences used to reinforce appropriate learner behavior as well as reduce behavior that interferes with learning and negatively impacts social interaction. Candidate uses consequences that align with the learners' interests, abilities, and cultural values.</p> <p>Candidate is generally consistent and fair in the delivery of positive and negative consequences, and assures that all learners are aware of the reason the consequence is being provided.</p> <p>Candidate implements a behavioral system that moves from a solely teacher-monitored system to a system that encourages learners with exceptionalities to self-monitor their own behavior. As a result, learners with exceptionalities appear to take more accountability for their choices and behavioral responses.</p>	<p>In collaboration with the cooperating teacher, the candidate creates safe learning environments by developing and implementing a continuum of positive and negative consequences used to reinforce appropriate learner behavior as well as reduce behavior that interferes with learning and negatively impacts social interaction. Candidate uses consequences that align with the learners' interests, abilities, and cultural values.</p> <p>Candidate is generally consistent and fair in the delivery of positive and negative consequences, and assures that all learners are aware of the reason the consequence is being provided. However, because the candidate implements a behavioral system that is primarily teacher-monitored, learners with exceptionalities appear to view the positive and negative consequences as something that is "done to them" instead of recognizing their choices and behavioral responses are owned by them.</p>	<p>Candidate attempts to create safe learning environments by developing and implementing a list of positive and negative consequences used to reinforce appropriate learner behavior as well as reduce behavior that interferes with learning and negatively impacts social interaction. However, the candidate did not consider how the consequences align with the learners' interests, abilities, and cultural values.</p> <p>OR</p> <p>Candidate is usually inconsistent in the delivery of positive and negative consequences, and does not inform the learners as to the reason the consequence is being provided. Due to the candidate's inconsistency learners with exceptionalities appear to view the delivery of positive and negative consequences to be fair, and receiving consequences is based on the candidate's "like" or "dislike" of them rather than their choices and behavioral responses.</p>	<p>Candidate attempts to create safe learning environments by developing and implementing a list of positive and negative consequences used to reinforce appropriate learner behavior as well as reduce behavior that interferes with learning and negatively impacts social interaction. However, the candidate did not consider how the consequences align with the learners' interests, abilities, and cultural values.</p> <p>AND</p> <p>Candidate is usually inconsistent in the delivery of positive and negative consequences, and does not inform the learners as to the reason the consequence is being provided. Due to the candidate's inconsistency learners with exceptionalities appear to view the delivery of positive and negative consequences to be fair, and receiving consequences is based on the candidate's "like" or "dislike" of them rather than their choices and behavioral responses.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate intervenes safely and appropriately with students with exceptionalities in crisis by following the school district's crisis plan. (CEC 2.3)</b></p>	<p>Candidate intervenes safely and appropriately with students with exceptionalities in crisis by following the school district's crisis plan. Candidate can articulate the procedures for notifying appropriate personnel of the crisis, the intervention(s) that will be used to assist the learner in regaining control, and follow-up procedures with the student, school personnel, and parents.</p> <p>When required, the candidate independently (with oversight by the cooperating teacher) implements the crisis plan calmly, responsively, and assures the dignity of the learner in crisis. Candidate implements the crisis plan resulting in the least amount of interruptions to instruction of the learner in crisis as well as other learners in the classroom.</p>	<p>Candidate intervenes safely and appropriately with students with exceptionalities in crisis by following the school district's crisis plan. Candidate can articulate the procedures for notifying appropriate personnel of the crisis, the intervention(s) that will be used to assist the learner in regaining control, and follow-up procedures with the student, school personnel, and parents.</p> <p>When required, the candidate assists the cooperating teacher in implementing the crisis plan in a calm, responsive, and assures the dignity of the learner in crisis. However, the candidate implements the crisis plan in a manner that results in a loss of instructional time for the learner in crisis as well as other learners in the classroom. The amount of instructional time lost may or may not be warranted.</p>	<p>Candidate attempts to intervene safely and appropriately with students with exceptionalities in crisis by following the school district's crisis plan. However, the candidate cannot articulate the complete set of procedures for notifying appropriate personnel of the crisis, the intervention(s) that will be used to assist the learner in regaining control, and follow-up procedures with the student, school personnel, and parents.</p> <p>When required, the candidate assists the cooperating teacher in implementing the crisis plan in a timely manner, but the candidate appears uncertain about what to do or allows emotions to interfere. Consequently, the candidate implements the crisis plan in a manner that results in a significant loss of instructional time for the learner in crisis as well as other learners in the classroom. The amount of instructional time lost was not necessary.</p>	<p>Candidate does not intervene safely and appropriately with students with exceptionalities in crisis by following the school district's crisis plan. Specifically, the candidate demonstrates no awareness that a crisis plan exists.</p> <p>As a result, the cooperating teacher does not allow the candidate to assist in implementing the crisis plan for a learner who is in crisis.</p>

**DOMAIN 5: PROFESSIONAL DISPOSITIONS AND COLLABORATIVE BEHAVIORS**

<b>Components</b>	<b>Exceeds Expectation (4)</b>	<b>Meets Expectation (3)</b>	<b>Inconsistently Meets Expectations (2)</b>	<b>Does Not Meet Expectations (1)</b>
<b>Candidate practices within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice. (CEC 6.1)</b>	<p>Candidate effectively practices within the professional ethics, standards, and policies of CEC by upholding laws, regulations, and policies that influence the education and treatment of learners with exceptionalities at local level IEP meetings and parent conferences. Candidate is actively involved on the IEP team, and works with the cooperating teacher to assure special education services and IEP planning and implementation are within legal compliance.</p> <p>Candidate adheres to district policies related to medication administration, suspension/expulsion, technology use, and zero tolerance as it applies to learners with exceptionalities.</p>	<p>Candidate effectively practices within the professional ethics, standards, and policies of CEC by upholding laws, regulations, and policies that influence the education of learners with exceptionalities at IEP meetings and parent-teacher conferences. Candidate requests to attend IEP meetings and parent-teacher conferences, and provides support to the cooperating teacher to assure special education services and IEP planning and implementation are within legal compliance.</p> <p>Candidate demonstrates an understanding of how district policies related to medication administration, suspension/expulsion, technology use, and zero tolerance apply to learners with exceptionalities.</p>	<p>Candidate practices within the professional ethics, standards, and policies of CEC by upholding laws regulations, and policies that influence the education of learners with exceptionalities at IEP meetings and parent-teacher conferences. When requested by the cooperating teacher, the candidate attends IEP meetings and parent-teacher conferences. The candidate is a passive participant providing little to no input.</p> <p>Candidate does not appear to be familiar with the contents of the district policies related to medication administration, suspension and expulsion, technology use, and zero tolerance as it applies to learners with exceptionalities.</p>	<p>Candidate does not practice within the professional policies of CEC by upholding laws, regulations, and policies that influence the education of learners with exceptionalities at IEP meetings and parent conferences. When requested by the cooperating teacher, the candidate does not attend IEP meetings and parent-teacher conferences.</p> <p>Candidate does not appear to know how district policies related to medication administration, suspension and expulsion, technology use, and zero tolerance apply to learners with exceptionalities.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate demonstrates the belief that all children can learn regardless of culture, language, and background. (CEC 6.1)</b></p>	<p>Candidate demonstrates the belief that all children can learn by creating and maintaining challenging expectations for learners with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.</p> <p>Candidate encourages learners to set learning goals for themselves.</p>	<p>Candidate demonstrates the belief that all children can learn by creating and maintaining challenging expectations for learners with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.</p> <p>Candidate creates and maintains expectations that are commensurate with the learners' abilities.</p>	<p>Candidate demonstrates that all children can learn by creating and maintaining expectations for learners with exceptionalities. However, the candidate creates and maintains expectations that do not challenge the learner.</p> <p>OR</p> <p>Candidate sets expectations that disrespect the learners' dignity, culture, language, and background.</p>	<p>Candidate demonstrates that all children can learn by creating and maintaining expectations for learners with exceptionalities. However, the candidate creates and maintains expectations that do not challenge the learner.</p> <p>AND</p> <p>Candidate sets expectations that disrespect the learners' dignity, culture, language, and background.</p>
<p><b>Candidate demonstrates effective oral communication with families and professionals. (CEC 6.1)</b></p>	<p>Candidate demonstrates effective oral communication with learners, families and professionals by communicating ideas honestly and confidentially. Candidate uses grammatically correct language, demonstrates a positive tone when speaking and assures that non-verbal signals such as facial expressions and body language align with the contents and significance of the message.</p> <p>Candidate speaks at a vocabulary level that is appropriate to the target audience. In addition, the candidate uses non-labeling language when speaking about learners with exceptionalities.</p> <p>When interacting with families and professionals, the candidate uses the preferred verbal methods (e.g., face-to-face, Skype, phone call) and times of communication.</p>	<p>Candidate demonstrates effective oral communication with learners, families and professionals by communicating ideas honestly and confidentially. Candidate uses grammatically correct language, demonstrates a positive tone when speaking and assures that non-verbal signals such as facial expressions and body language align with the contents and significance of the message.</p> <p>Candidate speaks at a vocabulary level that is appropriate to the target audience. In addition, the candidate uses non-labeling language when speaking about learners with exceptionalities.</p> <p>When interacting with families and professionals, the candidate does not tend to use the preferred verbal methods (e.g., face-to-face, Skype, phone call) or times of communication.</p>	<p>Candidate demonstrates oral communication skills with learners, families and professionals by gossiping or sharing information in a setting or situation where confidentiality is not maintained. Candidate does not consider the vocabulary level of the target audience when speaking and uses labeling language.</p> <p>Candidate at times may demonstrate a condescending tone, grammatically incorrect language, or non-verbal signals such as facial expressions and body language that do not align with the contents and significance of the message.</p>	<p>Candidate demonstrates oral communication skills with learners, families, and professionals by gossiping or sharing information in a setting or situation where confidentiality is not maintained. Candidate does not consider the vocabulary level of the target audience when speaking and uses labeling language.</p> <p>Candidate consistently demonstrates a condescending tone, grammatically incorrect language, or non-verbal signals such as facial expressions and body language that do not align with the contents and significance of the message.</p>

Components		Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
Candidate demonstrates effective communication with learners, families and professionals. (CEC 6.1)		Candidate demonstrates effective written communication with learners, families and professionals by using grammatically and mechanically correct language. Candidate writes communication items in an organized, clear, and succinct manner at a vocabulary level appropriate to the target audience. In addition, the candidate uses non-labeling language when referring to learners with exceptionalities.	Candidate demonstrates effective written communication with learners, families and professionals by using grammatically and mechanically correct language. Candidate writes communication items in an organized, clear, and succinct manner at a vocabulary level appropriate to the target audience. In addition, the candidate uses non-labeling language when referring to learners with exceptionalities.	Candidate demonstrates written communication with learners, families and professionals by composing written communications that contain grammatically and mechanically correct language. In addition, the candidate uses labeling language when referring to learners with exceptionalities.	Candidate demonstrates written communication with learners, families and professionals by composing written communications that contain grammatically and mechanically correct language. In addition, the candidate uses labeling language when referring to learners with exceptionalities.
		When using written communication with families and professionals, the candidate uses the preferred written communication methods (letters, e-mails, texts).	When using written communication with families and professionals, the candidate does not tend to use the preferred written communication methods (letters, e-mails, texts). Candidate uses a method that is most convenient.	OR Candidate writes communication items that lack organization, clarity, and are not at a vocabulary level appropriate to the target audience.	AND Candidate writes communication items that lack organization, clarity, and are not at a vocabulary level appropriate to the target audience.
Candidate demonstrates professionalism. (CEC 6.1)		Candidate demonstrates professionalism by being on-time, organized, and submitting work to cooperating teacher and university supervisor by the due date. Candidate positively responds to changes in the schedule and assigned responsibilities.	Candidate demonstrates professionalism by usually being on-time, organized, and submitting work to cooperating teacher and university supervisor by the due date. If an extension is needed or the candidate will be late, the candidate communicates with both the cooperating teacher and university supervisor prior to the assignment being due or prior to being late to class. Candidate positively responds to changes in the schedule and assigned responsibilities.	Candidate demonstrates issues with professionalism by being late to class or late in submitting work to cooperating teacher. If an extension is needed or the candidate will be late, the candidate communicates with both the cooperating teacher and university supervisor on the day the assignment is due or after being late to class.	Candidate demonstrates issues with professionalism by being late to class or late in submitting work to cooperating teacher. Candidate does not explain the reason for being late or submitting an assignment late.
		Candidate is well groomed and dresses in accordance with the school and university policies. Candidate dresses in a manner that is not distracting to the learners within the classroom.	Candidate is well groomed and dresses in accordance with the school and university policies. Candidate dresses in a manner that is not distracting to the learners within the classroom.	OR Candidate inappropriately responds to changes in the schedule and assigned responsibilities by complaining to other candidates within the school.	OR Candidate inappropriately responds to changes in the schedule and assigned responsibilities by complaining to other candidates, professionals, and university faculty within the school.  OR Candidate dresses in accordance with the school and university policies. However, the candidate is not well groomed.



Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate seeks and accepts assistance and feedback. (CEC 6.1)</b>	<p>Candidate actively seeks assistance and feedback on his/her instructional planning and instructional delivery from qualified professionals who interact or supervise the candidate.</p> <p>When feedback is provided, the candidate positively accepts the feedback and attempts to implement the feedback in a subsequent class period. Candidate collects data on the feedback suggestions to support continued use of the strategies or makes adjustments.</p>	<p>Candidate actively seeks assistance and feedback on his/her instructional planning and instructional delivery from qualified professionals who interact or supervise the candidate.</p> <p>When feedback is provided, the candidate positively accepts the feedback and attempts to implement the feedback in a subsequent class period. However, the candidate does not collect data on the feedback suggestions.</p>	<p>Candidate does not seek assistance and feedback on his/her instructional planning and instructional delivery, but waits until approached by a qualified professional who interacts or supervises the candidate.</p> <p>When feedback is provided, the candidate acknowledges the feedback but the candidate may or may not attempt to implement the feedback.</p>	<p>Candidate does not seek assistance and feedback on his/her instructional planning and instructional delivery, but waits until approached by a qualified professional who interacts or supervises the candidate.</p> <p>When feedback is provided, the candidate becomes defensive and makes excuses for why the feedback will not work.</p>
<b>Candidate uses the evolution of philosophies, theories, practices and policies to inform teacher practice. (CEC 6.2)</b>	<p>Candidate uses the evolution of philosophies, theories, practices and policies to inform teacher practice by being abreast of current issues and trends acquired from the literature and professional development opportunities (workshops and conferences).</p> <p>Based on the changes in practices and policies, the candidate tries new ideas to improve the quality of assessment, planning, instruction, and behavior management with guidance from the cooperating teacher or university supervisor.</p>	<p>Candidate uses the evolution of philosophies, theories, practices and policies to inform teacher practice by being abreast of current issues and trends based on experiences in university courses and interactions with professionals within the school.</p> <p>Based on the changes in practices and policies, the candidate tries new ideas to improve the quality of assessment, planning, instruction, and behavior management with assistance from the cooperating teacher or university supervisor.</p>	<p>Candidate can articulate the significant changes in philosophies, theories, practices and policies and how the changes inform teacher practice, but the candidate lacks the self-confidence to alter their assessment, planning, instruction, and behavior management methods without significant support from the cooperating teacher or university supervisor.</p>	<p>Candidate cannot articulate the significant changes in philosophies, theories, practices and policies and how the changes inform teacher practice. Consequently, the candidate does not alter their assessment, planning, instruction, and behavior management methods.</p>
<b>Candidate systematically reflects on his/her practice to improve their practice. (CEC 6.4)</b>	<p>Candidate systematically reflects on their practice by regularly reflecting on and adjusting their practice by identifying pedagogical and curricular strengths and needs.</p> <p>Candidate supports adjustments to their practice with feedback from multiple sources such as observations by the cooperating teacher, university supervisor, student performance data, and professional literature.</p> <p>Candidate makes adjustments in their practice that positively impacts the learning of students with exceptionalities.</p>	<p>Candidate systematically reflects on their practice by regularly reflecting on and adjusting their practice by identifying pedagogical and curricular strengths and needs.</p> <p>Candidate supports adjustments to their practice with feedback primarily from observations by the cooperating teacher and university supervisor. Candidate provides student performance data to support impact on learning.</p> <p>Candidate makes adjustments in their practice that positively impacts the learning of students with exceptionalities.</p>	<p>Candidate reflects on and adjusts their practice when being evaluated by a cooperating teacher or university supervisor. Candidate can list their pedagogical strengths and needs with prompting.</p> <p>Candidate supports adjustments to their practice with feedback primarily from observations by the cooperating teacher and university supervisor.</p> <p>Candidate does not provide student performance data, so it is not evident whether the adjustments positively impacts the learning of students with exceptionalities.</p>	<p>Candidate reflects on their practice when being evaluated by a cooperating teacher or university supervisor. Candidate can list their pedagogical strengths and needs with prompting.</p> <p>However, the candidate does not make an effort to make adjustments to their practice.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate understands the significance of lifelong learning. (CEC 6.4)</b>	<p>Candidate understands the importance of being a lifelong learner by regularly reflecting on and adjusting their practice based on feedback from cooperating teacher and university supervisor as well as learner performance data.</p> <p>Candidate develops, implements, and monitors a personalized professional plan to set goals for improving their practice.</p> <p>Candidate keeps abreast of current evidence-based practices through the reading of professional literature. In addition, the candidate verbalizes the desire to pursue an advanced degree.</p>	<p>Candidate understands the importance of being a lifelong learner by regularly reflecting on and adjusting their practice based on feedback from the cooperating teacher and university supervisor.</p> <p>Candidate develops and implements a personalized professional plan to set goals for improving their practice.</p> <p>Candidate keeps abreast of current evidence-based practices through the reading of professional literature.</p>	<p>Candidate articulates the importance of being a lifelong learner, but does not demonstrate behaviors associated with a lifelong learner by reflecting on and adjusting their practice when being evaluated by a cooperating teacher or university supervisor.</p> <p>Candidate develops a personalized professional plan to set goals for improving their practice, but does not implement the plan.</p> <p>Candidate does not keep abreast of current evidence-based practices through the reading of professional literature or any other method.</p>	<p>Candidate articulates the importance of being a lifelong learner, but does not demonstrate behaviors associated with a lifelong learner by reflecting on their practice when being evaluated by a cooperating teacher or university supervisor. The candidate does not make appropriate adjustments to their practice.</p> <p>Candidate starts to develop a personalized professional plan to set goals for improving their practice, but does not complete the development of the plan.</p> <p>Candidate does not keep abreast of current evidence-based practices through the reading of professional literature or any other method.</p>
<b>Candidate participates in professional activities and learning communities. (CEC 6.4)</b>	<p>Candidate participates in professional activities and learning communities by attending and participating in university seminars, school in-services or local workshops, and is a member of the Council for Exceptional Children.</p> <p>With the cooperating teacher's approval, the candidate is in attendance and provides contributions at IEP meetings and parent teacher conferences.</p>	<p>Candidate participates in professional activities and learning communities by attending and participating in university seminars and school in-services.</p> <p>With the cooperating teacher's approval, the candidate is in attendance at IEP meetings and parent teacher conferences.</p>	<p>Candidate participates in professional activities and learning communities by attending and participating in university seminars.</p> <p>Although given approval by the cooperating teacher, the candidate does not attend IEP meetings and parent teacher conferences.</p>	<p>Candidate participates in professional activities and learning communities by attending and participating in university seminars.</p> <p>Although given approval by the cooperating teacher, the candidate does not attend IEP meetings and parent teacher conferences.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate advances the profession by engaging in extracurricular school activities, and community activities that advocate for the respect and inclusion of students with exceptionalities. Additionally, the candidate articulates the importance of respecting students and meaningfully including students with exceptionalities and the impact low professional expectations, negative attitudes, and stereotypic beliefs influence have on learning and independence.</b></p> <p>Based on the student's interests, the candidate seeks out and establishes opportunities for students with exceptionalities to serve in classroom leadership roles and participate in school clubs, sporting events, and inter-classroom activities with students without exceptionalities.</p> <p>With permission of the cooperating teacher, candidate collaboratively works with paraeducators and volunteers to assure that the paraeducators and volunteers provide quality support to instruction.</p>	<p>Candidate advances the profession by engaging in curricular, extracurricular school activities, and community activities that advocate for the respect and inclusion of students with exceptionalities. Additionally, the candidate articulates the importance of respecting students and meaningfully including students with exceptionalities and the impact low professional expectations, negative attitudes, and stereotypic beliefs influence have on learning and independence.</p> <p>Based on the student's interests, the candidate seeks out and establishes opportunities for students with exceptionalities to serve in classroom leadership roles and participate in school clubs, sporting events, and inter-classroom activities with students without exceptionalities.</p> <p>With permission of the cooperating teacher, candidate collaboratively works with paraeducators and volunteers to assure that the paraeducators and volunteers provide quality support to instruction.</p>	<p>Candidate advances the profession by engaging in curricular and extracurricular school activities that advocate for the respect and inclusion of students with exceptionalities. Additionally, the candidate articulates the importance of respecting students and meaningfully including students with exceptionalities and the impact low professional expectations, negative attitudes, and stereotypic beliefs influence have on learning and independence.</p> <p>Based on the student's interests, the candidate seeks out existing and new opportunities for students with exceptionalities to serve in classroom leadership roles and participate in school clubs, sporting events, and inter-classroom activities with students without exceptionalities.</p> <p>With permission of the cooperating teacher, candidate collaboratively works with paraeducators and volunteers to assure that the paraeducators and volunteers provide quality support to instruction.</p>	<p>Candidate advances the profession by engaging in curricular and extracurricular school activities that advocate for the respect and inclusion of students with exceptionalities. Additionally, the candidate articulates the importance of respecting students and meaningfully including students with exceptionalities and the impact low professional expectations, negative attitudes, and stereotypic beliefs influence have on learning and independence.</p> <p>Candidate informs the student of existing opportunities to serve in classroom leadership roles and participate in school clubs, sporting events, and inter-classroom activities with students without exceptionalities. However, the candidate does not consider the student's interests.</p> <p>Candidate follows the guidance of paraeducators and volunteers to assure quality support to instruction.</p>	<p>Candidate does not meaningfully advance the profession. Candidate participates in those curricular and extracurricular events that are required by the cooperating teacher. Although the candidate articulates the importance of respecting and meaningfully including students with exceptionalities, the candidate demonstrates behaviors that do not align with their words.</p> <p>Candidate does not apparently encourage students with exceptionalities to participate in any integrated activities outside of those opportunities established in the classroom.</p> <p>Candidate follows the guidance of paraeducators and volunteers to assure quality support to instruction</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<p><b>Candidate uses their knowledge of theory and principles of collaboration to effectively communicate and problem solve with professionals and families. (CEC 7.1)</b></p>	<p>Candidate uses their knowledge of theory and principles of collaboration to effectively communicate and consult with professionals and families by building respectful partnerships that are based on trust and meaningfully value diverse perspectives and expertise.</p> <p>Candidate effectively uses active listening techniques and culturally responsive communication strategies resulting in an alignment of the verbal messages and non-verbal messages communicated to families and professionals.</p> <p>Consequently, the candidate demonstrates collaborative behaviors that empower families and professionals to be effective decision-makers regarding learners with exceptionalities.</p>	<p>Candidate uses their knowledge of theory and principles of collaboration to effectively communicate and consult with professionals and families by building respectful partnerships that are based on trust and meaningfully value diverse perspectives and expertise.</p> <p>Candidate effectively uses active listening techniques and culturally responsive communication strategies. However, the candidate may send mixed messages because of a lack of alignment in the verbal messages and non-verbal messages communicated to families and professionals.</p> <p>Consequently, the candidate demonstrates collaborative behaviors that result in effective partnerships, but the partnerships may not serve to empower families and professionals to be effective decision-makers regarding learners with exceptionalities.</p>	<p>Candidate attempts to use their knowledge of theory and principles of collaboration to communicate and consult with professionals and families by building respectful partnerships that are based on trust and meaningfully value diverse perspectives and expertise. However, the candidate speaks more than listens so it is not apparent that the candidate desires to consider diverse perspectives.</p> <p>Candidate tends to send mixed messages because of a lack of alignment in the verbal messages and non-verbal messages communicated to families and professionals.</p> <p>Consequently, the candidate demonstrates behaviors that result in relationships with professionals and families, but the relationships are not collaborative or effectively used to make educational decisions about learners with exceptionalities.</p>	<p>Candidate does not use their knowledge of theory and principles of collaboration to communicate and consult with professionals and families. Candidate places their thoughts and ideas above other professionals and families by speaking over people to make their points known. The candidate does not seek out perspective of others, and becomes agitated when their ideas are not adopted by families and professionals.</p> <p>Candidate tends to send mixed messages because of a lack of alignment in the verbal messages and non-verbal messages communicated to families and professionals.</p> <p>Consequently, the candidate demonstrates behaviors that do not necessarily encourage relationships with professionals and families, and the interactions are not collaborative and cannot be effectively used to make educational decisions about Learners with exceptionalities.</p>

Components	Exceeds Expectation (4)	Meets Expectation (3)	Inconsistently Meets Expectations (2)	Does Not Meet Expectations (1)
<b>Candidate uses knowledge of collaboration theories and principles to resolve conflict. (CEC 7.1)</b>	<p>Candidate effectively uses knowledge of collaboration theories and principles to resolve conflict by acting proactively and using active listening techniques (summarizing, paraphrasing, I-statements) to avoid making assumptions and to identify the source of conflict, brainstorm solutions, and seek a mutually agreed upon solution.</p> <p>In situations of conflict, the candidate remains outwardly calm by using a soft and positive tone of voice, makes intended points of eye contact, open body posture, and acknowledges the emotions and messages of the speaker(s). Candidate's behaviors appear to result in a de-escalation in the conflict.</p>	<p>Candidate uses knowledge of collaboration theories and principles to resolve conflict by acting proactively and using active listening techniques (summarizing, paraphrasing, I-statements) to avoid making assumptions and to identify the source of conflict, brainstorm solutions, and seek a mutually agreed upon solution.</p> <p>In situations of conflict, the candidate acknowledges the emotions and messages of the speaker(s). Although the candidate remains generally calm by using a soft and positive tone of voice, makes intended points of eye contact, and uses open body posture, the candidate is not aware they talk louder when defending or expressing an opinion for which they feel strongly. Candidate's behaviors may or may not result in a de-escalation in the conflict.</p>	<p>Candidate attempts to use knowledge of collaboration theories and principles to resolve conflict using active listening techniques (summarizing, paraphrasing, I-statements) but makes assumptions that interfere with identifying the source of conflict, brainstorming solutions, and seeking a mutually agreed upon solution.</p> <p>OR</p> <p>In situations of conflict, the candidate appears reactionary and rattled by demonstrating closed body posture, making minimal purposeful points of eye contact, and voice escalates dependent on the level to which the candidate disagrees with a speaker. Candidate's behaviors do not result in a de-escalation in the conflict.</p>	<p>Candidate does not use knowledge of collaboration theories and principles to resolve conflict. Candidate does not use active listening techniques (summarizing, paraphrasing, I-statements) and makes assumptions that interfere with identifying the source of conflict, brainstorming solutions, and seeking a mutually agreed upon solution.</p> <p>AND</p> <p>In situations of conflict, the candidate appears reactionary and rattled by demonstrating closed body posture, making minimal purposeful points of eye contact, and voice escalates dependent on the level to which the candidate disagrees with a speaker. Candidate's behaviors do not result in a de-escalation in the conflict.</p>
<b>Candidate uses collaboration to promote the well-being of learners with exceptionalities across a wide range of settings and collaborators. (CEC 7.2 and 7.3)</b>	<p>Candidate uses collaboration to promote the well-being of learners with exceptionalities by submitting and discussing instructional plans with cooperating teachers and/or paraprofessional prior to instruction. Candidate incorporates changes into the plan prior to delivering the lesson. Additionally, the candidate is able to effectively incorporate the paraeducator(s) and other support staff into the reinforcement of instruction.</p> <p>Candidate empowers learners with exceptionalities to self-advocate for their academic and functional needs, and encourages families to be actively involved in the education of individuals with exceptionalities across the life span and across settings by soliciting their ideas and expertise.</p>	<p>Candidate uses collaboration to promote the well-being of individuals with exceptionalities by submitting and discussing instructional plans with cooperating teachers and/or paraprofessional prior to instruction. Candidate incorporates changes into the plan prior to delivering the lesson. Additionally, candidate is able to effectively incorporate the paraeducator(s) and other support staff into the reinforcement of instruction.</p> <p>Candidate independently advocates for the academic and functional needs of learners with exceptionalities and takes the initiative to provide families with ideas on how to reinforce instruction at home.</p>	<p>Candidate tries to use collaboration to promote the well-being of individuals with exceptionalities by submitting and discussing instructional plans with cooperating teachers and/or paraprofessional prior to instruction. The candidate is not able to effectively incorporate the paraeducator(s) and other support staff into the reinforcement of instruction.</p> <p>Candidate follows the cooperating teacher's lead in advocating for the academic and functional needs of learners with exceptionalities, and provides on request to families' ideas on how to reinforce instruction.</p>	<p>Candidate does not use collaboration to promote the well-being of individuals with exceptionalities. Candidate does not submit instructional plans to cooperating teachers and/or paraprofessional in a timely manner. The candidate is not able to effectively incorporate the paraeducator(s) and other support staff into the reinforcement of instruction.</p> <p>Candidate advocates for the academic and functional needs of learners with exceptionalities but does not encourage families to participate in reinforcing instruction.</p>

## Appendix Q

### FORMAL CLASSROOM OBSERVATION

*Bloomsburg University College of Education*

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

School \_\_\_\_\_ Grade(s) \_\_\_\_\_ Subject \_\_\_\_\_

Supervisor \_\_\_\_\_ Cooperating Teacher \_\_\_\_\_

#### Performance Scale:

Category	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)	Not Applicable (NA)
<b>Criteria for Rating</b>	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance.	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance.	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance.	The candidate <i>rarely</i> or <i>never</i> and <i>inappropriately</i> or <i>superficially</i> demonstrates indicators of performance.	Item not applicable or necessary in this setting or lesson.

#### Student Teacher/Candidate's performance demonstrates:

PDE 430 Category II: Classroom Environment	Exceeds Expectations (3 pts)	Meets Expectations (2 pts)	Emerging (1 pt)	Does Not Meet Expectations (0 pts)	NA
1. Expectations for student achievement with value placed on the quality of student work					
2. Attention to equitable learning opportunities for students					
3. Appropriate interactions between teacher and students and among students					
4. Effective classroom routines and procedures resulting in little or no loss of instruction time					
5. Clear standards of conduct and effective management of student behavior					
6. Appropriate attention given to safety in the classroom to the extent that it is under the control of the student teacher					
7. Ability to establish and maintain rapport with students					

**Justification for Evaluation:**

<b>PDE 430 Category III: Instructional Delivery</b>	<b>Exceeds Expectations (3 pts)</b>	<b>Meets Expectations (2 pts)</b>	<b>Emerging (1 pt)</b>	<b>Does Not Meet Expectations (0 pts)</b>	<b>NA</b>
8. Clear and accurate communication of content/ideas and learning objectives					
9. Direct communication of procedures/ student expectations					
10. Recognizable and systematic lesson sequence demonstrating knowledge of pedagogical theory (e.g., opening, model, guided practice, independent practice, appropriate summary/conclusion)					
11. Engagement of students in learning (e.g., questioning and discussion strategies) and adequate pacing of instruction					
12. Feedback to students on their learning (e.g., using positive reinforcement and appropriate error corrections)					
13. Use of informal and formal assessment to meet learning goals and to monitor student learning					
14. Flexibility and responsiveness in meeting the learning needs of students (including meaningful integration of adaptations for individual student needs)					
15. Voice that is loud, clear, and pleasant as well as an appropriate level of animation					
<i>Justification for Evaluation:</i>					

<b>PDE 430 Category IV: Professionalism</b>	<b>Exceeds Expectations (3 pts)</b>	<b>Meets Expectations (2 pts)</b>	<b>Emerging (1 pt)</b>	<b>Does Not Meet Expectations (0 pts)</b>	<b>NA</b>
16. Effective communication, both oral and written, with students, colleagues, paraprofessionals, related service personnel, administrators, and university supervisor/personnel					
17. Professionalism in appearance, demeanor, and conduct					
18. Preparation of the observed lesson (materials and lesson plan submission)					
19. Ability to welcome and seek out feedback for improvement					
<i>Justification for Evaluation:</i>					

## Appendix R

### Weekly Suggested Student Teacher/Supervising Classroom Teacher Activities

#### Activities for First Week

Student Teacher	Supervising Classroom Teacher
First day – report to the principal’s office – introduce self.	Orient student teacher to school and introduce to staff.
Meet class – join in group activities.	Familiarize student teacher with supply sources and procedures for obtaining them.
Observe class routine and procedures.	Provide class roll – program schedule – school rules and regulations.
Prepare copies of class roll and daily schedule.	Provide student teacher with desk or similar work area.
Explore room to become familiar with materials and resources, and their locations.	Supply student teacher with a School Policy Handbook.
Begin to help individual children with teacher’s permission.	Introduce student teacher to class.
Associate with children during recess, or other informal periods.	Discuss student teacher schedule plan for beginning of participation in classroom activities.
Observe standards of behavior for different activities.	Discuss student teacher responsibilities such as lesson plans, arrival time, duties, absence procedures, etc.
Begin to conduct total group activities for a period not to exceed a class period each day.	Require student teacher to observe teaching.
Become familiar with basic texts used for skill areas.	Observe and give suggestions to student teacher for any activities in which he/she is engaged.
Become familiar with school rules and regulations by reading School Policy Handbook.	Provide basic skill area texts for student teacher.
	Prepare a list of suggestions for directed observations – i.e. routine procedures, child behavior, discipline options, special teacher techniques for handling groups.



### Activities for Second Week

Student Teacher	Supervising Classroom Teacher
Teach total group activity for at least one class period daily.	Make comments on student teacher's lesson plans.
Make written lesson plans for lessons taught.	Evaluate student teacher performance; discuss strengths and weaknesses with student teacher.
Submit plans in advance to supervising teacher for corrective feedback.	Encourage self-evaluation by student.
Continue to observe classroom instruction, especially the teaching of skill subjects.	Provide samples of types of seatwork activities suitable for class.
Share playground, lunchroom, or similar responsibilities.	Discuss activities which student teacher might use with individual child.
Observe and note teacher's methods and techniques for handling group, special discipline problems.	Help student teacher plan appropriate goals, content, and seatwork for lessons to be presented.
Prepare a list of ways supervising teacher handles classroom routines and management.	Share your planning with the student teacher; emphasize the importance of planning ahead.
Teach reading and arithmetic lesson to small group.	Demonstrate a specific teaching technique or skill – discuss and evaluate the lesson with the student teacher.
Become involved in classroom activities, give help and assistance when needed.	Provide children's cumulative records.
Visit other special education or regular education classes in building.	Begin list of materials, texts, etc. loaned to student teacher.
Ask questions about observations, teaching skills, materials, etc.	Remind student to list in priority classes to be taken over (a take over schedule).
Identify and consult with support personnel (speech clinician, physical therapist, etc.)	
Select pupil for assessment and IEP development.	
Outline a take over schedule.	

### Activities for the Third Week

Student Teacher	Supervising Classroom Teacher
<p>Assist in preparing materials.</p> <p>Teach about two periods of the day including total group activities and two small groups.</p> <p>Plan bulletin board display.</p> <p>Assist children in changing classes, going to special rooms, dismissal, etc.</p> <p>Be responsible for managing behavior of children while in charge of a group.</p> <p>Engage in self-evaluation of teaching experiences.</p> <p>Familiarize yourself with children's papers and work.</p> <p>Continue to observe classroom instructions – planned observations.</p> <p>Continue to submit teaching plans to supervising teacher.</p> <p>Test pupil chosen for IEP (if appropriate).</p>	<p>Include student teacher in parent conferences if scheduled.</p> <p>Emphasize growth and learning aspect of student teaching experiences.</p> <p>Explain reasons for techniques and approaches used in your teaching.</p> <p><i>Make available resources and materials for teaching.</i></p> <p>Give student teacher opportunities to feel independent.</p> <p>Discuss list of observed classroom routines and management with the student teacher.</p> <p><b>** Complete first evaluation on overall performance of student teacher (same as final evaluation).</b></p>

### Activities for Fourth Week

Student Teacher	Supervising Classroom Teacher
<p>Increase teaching time to about one-half of the day, or three instructional periods.</p> <p>In teaching and classroom responsibilities, include academic and non-academic areas.</p> <p>Help keep records of children's progress.</p> <p>Be involved with children at individual, small group, and total group levels.</p> <p>Differentiate instruction based on student levels and lesson content.</p> <p>Be prompt in returning borrowed materials, equipment, etc.</p> <p>Be considerate and neat in using materials and resources.</p>	<p><i>Be sure that student teacher has access to teaching materials.</i></p> <p>Continue to support and encourage efforts of student teacher through written and oral comments.</p> <p>Begin to leave room for short periods of time while student teacher is teaching.</p> <p>Help student teacher in proper use of instructional technology (if necessary).</p> <p>Discuss evaluation with student teacher.</p> <p>Require plans only for new activities – discontinue plans for routines such as opening exercises, etc.</p>

### Activities for Fifth Week

Student Teacher	Supervising Classroom Teacher
<p>Increase teaching responsibilities to about three-fourths of the day or four instructional periods.</p> <p>Assume all routine management of children.</p> <p>Submit plans for intensive teaching experience.</p> <p>Prepare for unit work during intensive teaching period.</p> <p>Be aware of mechanics and housekeeping needs of the classroom.</p> <p>Continue to submit lesson plans and self-evaluations.</p> <p>Prepare materials needed for teaching.</p> <p>Complete IEP.</p>	<p>Include student teacher in meetings that may arise (faculty, parents).</p> <p><i>Continue observation and evaluation of student teacher lessons.</i></p> <p>Take advantage of opportunities to work with individual children, administer progress tests, special help, etc.</p> <p>Help children adjust to the increasing role of the student teacher in the classroom.</p>

### Activities for Sixth and Seventh Weeks

Student Teacher	Supervising Classroom Teacher
<p><i>If practical, assume full day teaching responsibility.</i></p> <p>Prepare all needed materials for teaching.</p> <p>Initiate instructional unit if not already in progress.</p> <p>Know where supervising teacher can be reached if necessary.</p> <p>Be independent in handling group, but don't hesitate to ask for help.</p> <p>Share day's experiences with supervising teacher, especially if she has been out of the room.</p>	<p><b>**Complete second evaluation on overall performance of student teacher after week six (same as final evaluation).</b></p> <p>Discuss evaluation with student teacher.</p> <p>Observe areas of teaching not already observed.</p> <p>Spot check areas of weakness.</p> <p>Plan with student teacher for intensive teaching. Explain and make necessary suggestions to avoid disaster.</p> <p>Leave room to allow student teacher freedom for teaching.</p> <p>Be available if student teacher needs help.</p>

### Activities for Eighth Week

Student Teacher	Supervising Classroom Teacher
<p><i>Perform classroom routine non-academic activities.</i></p> <p>Return all materials and resources borrowed.</p> <p>Be responsible for physical condition of room.</p> <p>Express appreciation to principal and other staff for their help.</p> <p>Complete unfinished units, projects, etc., if not finished during intensive teaching.</p> <p>Begin turning responsibilities back to supervising classroom teacher.</p>	<p>Help children plan farewell for student teacher.</p> <p>Check list of borrowed materials; are all returned?</p> <p>Begin taking over teaching skill subjects.</p> <p>Complete final overall evaluation form.</p> <p>Discuss with student teacher the final evaluation (strengths and areas that need development for future growth).</p>

**Adapted from Mays**

## Appendix S

### 70.461/561 – Student Teaching Seminar

#### RESOURCES

- Adams, N.G.; Shea, M.C.; Liston, D.D. & Deever, B. (2006). *Learning to teach: A critical approach to field experiences* (2<sup>nd</sup> ed.). Mahwah, NJ: Lawrence Erlbaum Associates.
- Borich, G.D. (2014). *Observational skills for effective teaching* (7<sup>th</sup> ed.). Boulder, CO: Paradigm Publishers.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Goethals, M.S.; Howard, R.A. & Sanders, M.M. (2004). *Student teaching: A process approach to reflective practice* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
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- Guillaume, A.M. (2011). *K-12 classroom teaching: A primer for new professionals* (4<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.
- Kellough, R.D. (2001). *Surviving your first year of teaching: Guidelines for success* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Kronowitz, E.L. (2003). *Your first year teaching and beyond* (4<sup>th</sup> ed.). New York: Longman, Inc.
- Moffatt, C.W. & Moffatt, T.L. (2003). *Handbook for the beginning teacher: An educator's companion*. Boston, MA: Allyn & Bacon.
- Pelletier, C.M. (2012). *Strategies for successful student teaching: A comprehensive guide* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Pearson
- Roe, B.D., Ross, E.P. & Smith, S.H. (2009). *Student teaching and field experience handbook* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Roberts, P.L., Moore, K.M. & Kellough, R.D. (2011). *A resource guide for elementary school teaching: Planning for competence* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson
- Rosenberg, M.S., O'Shea, L. & O'Shea, D. (2005). *Student teacher to master teacher: A practical guide for educating students with special needs* (4<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Wandberg, R. & Rohwer, J. (2003). *Teaching to the standards of effective practice: A guide to becoming a successful teacher*. Boston, MA: Allyn & Bacon.
- Wentz, P.J. (2001). *The student teaching experience: Cases from the classroom*. Upper Saddle River, NJ: Merrill/Prentice Hall.

## WEB SITES

Bloomsburg University Career Development Center

<http://www.bloomu.edu/careers>

You Can Handle Them All (Discipline)

<http://www.disciplinehelp.com/>

Pennsylvania Department of Education

[http://www.pde.state.pa.us/portal/server.pt/community/pennsylvania\\_department\\_of\\_education/7237](http://www.pde.state.pa.us/portal/server.pt/community/pennsylvania_department_of_education/7237)

Pennsylvania System of School Assessment (PSSA)

<http://www.pde.state.pa.us/pssa/esstand.html>

StateStandards.com

<http://www.academicbenchmarks.com>

Pennsylvania Core Standards Website

<http://www.pdesas.org/Standard/PACore>

Pennsylvania State Standards Website

<http://www.pdesas.org/Standard/Views>

Best Practices for Creative Teachers

<http://www.leading-learning.co.nz/>

Learning Disabilities “Tips for Teachers”

<http://www.ncl.org/at-school/especially-for-teachers>

Learning Disabilities Strategies

<http://www.ldonline.org>

PBS TeacherSource

<http://www.pbs.org/teachers>

Teaching Thinking Skills

<http://www.nwrel.org>

Commonwealth of Pa. SAP Home Page

<http://www.sap.state.pa.us>

PECT Exams

<http://www.pa.nesinc.com>

Praxis Exams

<http://www.ets.org/praxis>

US Dept. of Education/Federal Registers

<http://www.ed.gov>

Lesson Plans

<http://www.enchantedlearning.com>

<http://www.discoveryeducation.com/teachers/free-lesson-plans/>

Portfolios

<http://www.teachingheart.net>

Reading

<http://www2.scholastic.com>

<http://www.readwritethink.org/>

Education Jobs

<http://www.teachers-teachers.com/>

<http://www.schoolspring.com/>

Teaching Jobs

<http://www.teachforamerica.org>

<http://www.pareap.net>

<https://www.paeducator.net/>