CEC Assessment #4
Assessment of student teaching
Teacher Candidate Observation and Progress Report (TCOPR)

a. A brief description of the assessment and its use in the program

The Feinstein School of Education and Human Development developed a common assessment of student teacher/graduate intern performance, the Teacher Candidate Observation and Progress Report (TCOPR). This tool was developed with input from all programs in teacher education and identifies components of effective teaching. As a general tool for all, the TCOPR was further modified to focus the evaluation on both general principles of good teaching and to specifically address competencies consistent with the Individualized General Curriculum. Clarification of concepts has been added to the TCOPR evaluation rubric and a greater alignment with specific Individualized General Curricula (IGC) knowledge and skills. The TCOPR is the protocol used to describe a teacher candidate's ability to plan, act, and reflect upon his/her teaching in settings that involve students with mild/moderate disabilities at the elementary or middle school levels of education. During student teaching/graduate internship, the TCOPR is the formal documentation completed by both the college supervisor and cooperating teacher (both evaluators are certified as a Teacher of Students with Mild/Moderate Disabilities at the Elementary/Middle Level by the Rhode Island Department of Education), evaluating the teacher candidate formally three times during the teacher candidate's student teaching placement. The TCOPR describes the teacher candidate's ability to design instruction through lesson planning, implementation of the lesson, and reflection of lessons taught. The TCOPR is a broad performance evaluation measure of the teacher candidate's overall application of skills, knowledge and dispositions, addressing aspects of the CEC IGC Standards #2-10, and are interpreted based on the area of teacher candidate concentration (Elementary/Middle Level). Written comments on the TCOPR provide the teacher candidate further evaluation of skills demonstrated with specific feedback on his/her performance related to teaching elementary and middle school students with mild to moderate disabilities.

The TCOPR began full implementation in Spring 2010. Prior to this time, another tool was used (as described in March 2010 CEC submission).

b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

The TCOPR relates most directly to CEC Standards #2-10. Each standard is described below and aligned with TCOPR indicators in following sections.

CEC STANDARD 2: Development & Characteristics of Learners:

How assessment aligns with CEC Standard #2: The TCOPR requires teacher candidates to *use knowledge to respond to the varying abilities and behaviors of their students' exceptional learning needs (Attention (ICC2K7), Health (IGC2K2), Social-Emotional (IGC2K4), Educational Implications (ICC2K2)*. One of the outcomes of the TCOPR is to document how well teacher candidates plan for the development and characteristics of their learners (ICC2K2) throughout student teaching. Lesson plans are developed and the lesson presented and evaluated using the TCOPR under the PLANNING section. Lesson plan implementation in inclusive settings addresses the *similarities and differences (ICC2K5-6)* of individuals with exceptional learning needs to provide lessons based on the learning needs using the age-appropriate general curriculum. Students with medical needs (ICC2K7, IGC2K3) and sensory needs (IGC2K5) are considered in planning the timing of lessons around health interventions and medications. The characteristics and effects of the *cultural and environmental milieu* of the individuals with exceptional learning needs are considered in lesson plan development (ICC2K3) in students' background knowledge and prerequisite skills (experiences, culture, language). The lesson plan must include modifications of instruction, materials, and written language to match students' challenges (IGC2K2).

CEC Standard #2 is assessed primarily under TCOPR section: PLANNING Indicators.

CEC STANDARD 3: Individual Learning Differences:

How assessment aligns with CEC Standard #3: The TCOPR documents how well teacher candidates plan lessons that are *responsive to learner differences and require individualized instruction*. Teacher candidates understand how contextual factors, such as *language, culture, and familial backgrounds (ICC3K3), interact with students' exceptional learning needs (ICC3K1)and impact academic, social and career options (ICC3K2)*. Thus, one of the outcomes of TCOPR is to document how well teacher candidates understand their students' individual learning differences and use this knowledge in instructional planning and lesson implementation. Teacher candidates must design developmentally appropriate instruction that match the strengths and challenges of elementary and middle school level students with exceptional learning needs

(medical/*attentional challenges (IGC3K1)*, *cultural beliefs and values* (ICC3K3-K4), auditory/*processing* challenges (IGC3K2) and *social challenges (ICC3K2)*.

CEC Standard #3 is assessed primarily under TCOPR section: PLANNING Indicators.

CEC STANDARD 4: Instructional Strategies:

How assessment aligns with CEC Standard #4: The TCOPR documents a teacher candidate's ability to employ instructional strategies to teach lessons that encourage critical thinking, problem solving, and performance skills. Teacher candidates must *select, adapt and use instructional strategies, technology, and materials (ICC4S3, IGC4S7) to promote positive learning results* (IGC4S3) for students with exceptional learning needs. Effective instructional strategies that promote learning for students in areas consistent with the lesson content (e.g., *mathematics (IGC4S5), reading ((IGC4S4,) writing (IGC4S15-16)*). Teacher candidates select and implement instructional strategies with older students with exceptional learning needs that incorporate instructional materials that match the students' level of understanding and *pace of learning* (IGC4S6) and need for generalization *within and across curricula* (IGC4S1) and *promote successful transitions* (ICC4S6, IGC4S8). Teacher candidates provide students feedback on their *behavior, attention, and learning* (IGC4S9, ICC4S3) and guide them *using evidence based practice* (ICC4S2, ICC4K1). Teacher candidates access *specialized materials* (IGC4K1), and *resources* (IGC4S8).

 CEC Standard #4 is assessed primarily under TCOPR sections: PLANNING and ACTION: Implementation, Content, Climate, and Classroom Management.

CEC STANDARD 5: Learning Environments & Social Interactions

How assessment aligns with CEC Standard #5: The TCOPR is used to evaluate a teacher candidate's ability to *modify the learning environment (ICC5S5, IGC5K2-3)* that promote *active participation* (ICC5S4). Teacher candidates create predictable use effective communication (ICC5K4, IIC5S2) *and value diversity and encourage independence* (ICC5S13-14), Teacher candidates employ techniques to provide students *opportunities to give and receive meaningful feedback* (IGC5S4, ICC5S10). Teacher candidates employ *effective classroom behavior management strategies* ICC5S11) that promote positive feedback, (ICC5S10, ICC5S11, ICC5S7), *student independence* (ICC5S9). Teacher candidates modify instruction based on student performance (IGC5S6). Teacher candidates consider variety of current and future *educational settings and community-based settings* (IGC5S1, IGC5S3) in re-teaching and extending learning.

CEC Standard #5 is assessed primarily under TCOPR sections: ACTION: Implementation, Climate, and Classroom Management.

CEC STANDARD 6: Language

How assessment aligns with CEC Standard #6: The TCOPR documents teacher candidate's skill in selecting technical resources (*augmentative communication devices and assistive communication supports*) in lesson planning to consistent with student communication use (ICC6K4) culture (IGC6K2), *language* (ICC6K1, ICC6S2) and *learning/vocabulary* needs (IGC6S1).   In lesson implementation teacher candidates *uses communication strategies and resources to facilitate understanding of subject matter* (ICC6S2) consistent with *student language development and secondary language understanding*. Teacher candidates use effective *augmentative and assistive* communication, (ICC6K4, ICC6S1) to promote student learning and enhance communication. Teacher candidates also consider student communication in supporting their social/behavioral understanding (ICC6S1). Other language skills are used as appropriate to the lesson content (IGC6S1-*enhance vocabulary,* IGC6S2-*spelling,* IGC6S3-*oral/written language*, IGC6S4 -*legible documents*).

CEC Standard #6 is primarily assessed under TCOPR sections: PLANNING, ACTION: Implementation, Climate, and Classroom Management, and TECHNOLOGY.

CEC STANDARD 7: Instructional Planning

How assessment aligns with CEC Standard #7: The TCOPR documents teacher candidate's performance in instructional planning and implementation of lessons taught. Teacher candidates present content in a *scope and sequence consistent with general education* (ICC7K2), but *prioritized* with input from team members to match the level of understanding of the students (ICC7S1, ICC7S2). Teacher candidates prepare *lesson plans (ICC7S10)* that differentiate goals and objectives (ICC7S6). Teacher candidates *select, prepare* and *organized materials* (ICC7S11) and *assistive technology* (ICC7S9, IGC7S4) *instructional strategies* (IGC7S2) to support student learning/content, *social (ICC7S14), behavioral (IGC7S1) communication (IGC7S4) and cultural/linguistic factors* (ICC7S8). Teacher candidates *evaluate and modify instructional*

*practices based on assessment data (*ICC7S15).   In their work with older students with exceptional learning needs, teacher candidates *plan and implement age and ability appropriate instruction* (IGC7S3), and *design instructional programs that address independent living and career education* within academic expanded core curriculum (IGC7S6.).

CEC Standard #7 is primarily assessed under TCOPR sections: PLANNING, ACTION: Implementation and Content, REFLECTION, and TECHNOLOGY.

CEC STANDARD 8: Assessment.

How assessment aligns with CEC Standard #8: In order to teach lessons/units to students, teacher candidate s*elect (IGC8S3) and/or modify, (ICC8S4) and implement (ICC8S2, ICC8S8, IGC8S2) informal and informal assessment*s. Teacher *candidate create and maintain records* (ICC8S9) and *report their information* gained (ICC8S7, IGC8S1). Teacher candidates *interpret behavior (IGC8S5) and learning change information from formal and informal assessments* (ICC8S5, IGC8S5) to *accommodate the unique abilities and needs* of their students (IGC8S3). Candidates are continually guided *by legal/ethical principles* and *best theory/practice* as they *make decisions* about *meaningful nonbiased assessments* for their students.

CEC Standard #8 is assessed primarily under TCOPR sections: PLANNING and ACTION: Implementation.

CEC STANDARD 9: Professional and Ethical Practice.

How assessment aligns with CEC Standard #9: Teacher candidates project a professional image and *regularly reflect upon/adjust their practice* to effect student's progress (ICC9S1-S2). *Teacher candidates communicate (verbal, non-verbal, and written) (ICC9S8)* must convey strength-based language, and conform to all professional conventions (ICC9S8, ICC9S1-2).   Attention to *legal/ethical* matters is critical throughout student teaching as well (ICC9S3). Teacher candidates continually *reflect on their teaching practice* (ICC9S11), to continually improve and *develop the highest education and quality-of-life of their students* (ICC9S5).

CEC Standard #9 is assessed primarily under TCOPR sections: REFLECTION and PROFESSIONAL BEHAVIOR.

CEC STANDARD 10: Collaboration:

How assessment aligns with CEC Standard #10: Teacher candidates effectively collaborate with *families, colleagues, and other related service providers/personnel in culturally responsive ways* (ICC10S2), *foster respectful relationships with families and professionals (*ICC10S3) and *work to families become active participants* in IEP development implementation (ICC10S4-5). If students are age 14 or older in Rhode Island, teacher candidates involves referral agencies during the referral, assessment and service provision (as applicable) to students transitioning to adult life (IGC10S2, S4). *Teacher candidates maintain confidential and effective communication (ICC10S1) in communication with families (ICC10S2), school personnel (ICC10S6, ICC10S11), and community members (ICC10S6).*

CEC Standard #10 is assessed primarily under TCOPR section: PROFESSIONAL BEHAVIOR.

c. A brief analysis of the data findings;
Spring 2010 and Fall 2010: Since the TCOPR was implemented (Spring 2010), data on candidates' performance on the TCOPR was collected for candidates in the **B.S. Elementary/Middle Level Program in Mild/Moderate Disabilities**. Data from this time period indicated that *ALL teacher candidates* either achieved the acceptable or target level on the overall assessment rating, and students similarly achieved acceptable or target on most rubric indicators. Teacher candidates are provided formalized feedback a total of six times throughout their placement at the elementary/middle school level. The data reported on the following table reflects the final teacher candidate performance from the college supervisor and the cooperating teacher.

d. An interpretation of how that data provides evidence for meeting standards: The overall assessment data indicate that Standards #2-10 are met as teacher candidates actively plan lessons, demonstrate specific actions, continuously reflect on their practice, and demonstrate professional practice throughout their student teaching clinical experience.

Candidates must readily demonstrate their ability to understand and respond to the needs of individuals with exceptional learning needs. The table that follows indicates the strengths of teacher candidates over the past year:

For the Spring and Fall of 2010, relative strengths of teacher candidates were noted in:

The teacher candidate treats her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.	9-Professionalism: ICC9S1, ICC9S6, ICC9S7 10-Collaboration: ICC10S3	77% at Target Performance
The teacher candidate is on time and is prepared.	9-Professionalism: ICC9S1-S2	73% at Target Performance
The teacher candidate dresses professionally.	9-Professionalism: ICC9S1-2	79% at Target Performance
The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e. IEP meetings, parent conferences, inclusion planning meetings, Open House).	9-Professionalism: ICC9S4 10-Collaboration: ICC10S2-5, ICC10S10,	70% at Target Performance
The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.	9-Professionalism: ICC9S11	70% at Target Performance
The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues (i.e. uses information and perspectives from others to plan and adjust student educational planning).	10-Collaboration: ICC10S3	70% at Target Performance

Areas in which a limited number of teacher candidates (N=greater than 5%) performed less than Acceptable follow:

Formative and/or summative assessments are aligned with objectives (i.e. lesson includes a data collection system/task analysis that assesses identified lesson objectives).	7-Instructional Plan: ICC7S6, 8-Assessment: ICC8S4,ICC8S8, IGC8SS3	7% Performed lower than ACCEEPTABLE
The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.	7-Instructional Plan: ICC7S15, ICC7S4-5, 8-Assessment:	6% Performed lower than ACCEEPTABLE
The lesson is modified as needed based on formative assessment within the lesson.	8-Assessment: ICC8S5, IGC8S3	8% Performed lower than ACCEEPTABLE

FSEHD Teacher Candidate Observation and Progress Report
for
Student Teaching in Mild/Moderate Special Education
at the Elementary/Middle Level
❑ 419

Teacher Candidate:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯   Emplid:⎯⎯⎯⎯⎯⎯⎯

Supervising Professor's Name:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Cooperating Teacher's Name:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯
Grade Level/Content Area Assignment:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Cooperating School District/School:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

Person Completing This Observation (Check one):
          □ Cooperating Teacher   □ Supervising Professor

Date:⎯⎯⎯⎯⎯⎯

Observation # (Circle one):   1   2   3

The purpose of this instrument is to provide instructive feedback about the teacher candidate's teaching performance to the teacher candidate, the college supervisor, and the teacher candidate's practicum teacher during the teacher candidate's student teaching. The instrument is to be completed following each formal observation of the candidate in the practicum experience.

We have conferred in the summary of the candidate's classroom performance. Our signatures below attest to our judgments regarding the proficiency of the teacher candidate. As professional educators we recommend the student observed do the following:

⎯⎯⎯   *Continue with preparation for a teaching license.*
⎯⎯⎯   *Be required to complete an individualized contract to remedy deficiencies.*
⎯⎯⎯   *Discontinue preparation for a teaching license.*

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College Professor/ Cooperating Teacher's Signature   Date

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Teacher Candidate's Signature   Date

BS in Mild/Moderate Special Education at the Elementary/Middle Level
Teacher Candidate Observation and Progress Report Rubric

	PLANNING Indicators	Developing	Acceptable	Target
1	The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure. (The lesson is ecologically based with a clear beginning and clear ending). ICC7S9, ICC7S10	Lesson plan is disorganized. Careful planning is not evident and does not consider student strengths and challenges.	The teacher (TC) plans a lesson that is ecologically based, is sequentially presented consistent with most student levels of understanding, response modes and engagement	The teacher candidate plans a lesson that is ecologically based, sequentially presented, and consistent with all student levels of understanding, response modes and engagement.
2	Lesson objectives are measurable and observable. ICC7S6, ICC7K3	Lesson objectives are not provided/ not matched to student ability and/or content of the lesson.	Lesson objectives are clear, and are differentiated to match most levels of student skills. Criterions are identified for some objectives.	Lesson objectives are clear, and are differentiated to match different levels of student skills. Criterions are identified for students at different levels.
3	The lesson plan objectives are aligned with GLEs,/GSEs standards of general education. ICC7S1, ICC7K3, ICC1K3	Objectives are not aligned with appropriate standards	Teacher candidate's objectives are mostly aligned with appropriate standards, linked to general education curriculum	TC's objectives are all aligned with appropriate standards of general education at an age-appropriate level consistent with gen. curriculum
4	The instructional strategies, activities and technical resources (e.g. augmentative communication, manipulatives, electronic technology, assistive technologies) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles (community, organization, linguistic and/or vocabulary needs). IGC7S2,IGC2K2, IGC2K3,K7,K4; ICC7S9, ICC7S11, ICC6K1, IGC6S1, ICC6K4; IGC3K1-3	Instruction, strategies, resources, or materials are chosen based on some student needs.	The TC plans instruction, strategies, resources, and materials that consider student age, learning needs and additional considerations such as physical, health, medical, communication and sensory abilities. Technology (low tech and/or high tech) is used as appropriate for the learning task	The TC plans Instruction, strategies, resources, and materials that consider student age, learning needs, physical, health, medical, receptive and expressive communication and sensory abilities. Related services are infused into instruction when appropriate. Technology (low tech and/or high tech) is used consistently as appropriate for the learning task
5	The instructional strategies, activities and technical resources (e.g. augmentative communication, manipulatives, electronic technology, assistive technologies) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles (communication , organization, attention, linguistic and/or vocabulary needs). ICC2K2, IGC6K2, IGC6S1-2, ICC7K4, IGC7S4, ICC7S11, S8; IGC3K1-3, ICC3K3	Instruction, strategies, resources, or materials are chosen based availability, and offer limited opportunities for diverse learners beyond the classroom.	The teacher candidate's Instruction, strategies, resources, and materials consider most student abilities and understanding (i.e. learning, behavior, problem-solving, communication/language, culture) to provide meaningful instruction in least restrictive environments (school, community, vocational).	The teacher candidate's Instruction, strategies, resources, and materials consider all student abilities and understanding (i.e. behavior, attention, problem-solving, communication/language, culture) to provide meaningful instruction in least restrictive environments (school, community, vocational).
6	The lesson design demonstrates an accurate understanding of content. ICC7K2	Significant errors in content is presented within the TC's lesson	Teacher candidate's content is presented accurately in most aspects of the lesson	Teacher candidate's content is accurately presented in all aspects of the lesson
7	The lesson is designed to engage students in meaningful instructional tasks related to content. (i.e. plans for appropriate behavior, communication, social learning, within context of academic learning). ICC4S3, ICC4S5, IGC3K1-4 IGC7S1, IGC7S2 , ICC7S7, ICC7S14, ICC6S1	Teacher candidate's lesson is planned to engage students, although lesson does not focus on meaningful instruction.	Teacher candidate's lesson is planned to engage students in learning tasks, demonstrate acceptable behavior, and provide opportunities for communicating understanding of content.	Teacher candidate plans a lesson to engage students in learning tasks, with clear criteria for acceptable behavior, and provide opportunities for communication throughout the academic content.

8	The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging. (i.e. takes into account individual learning styles, levels of understanding, auditory, and communication strengths). ICC4S3, ICC4S5,IGC7S1, IGC7S2 , ICC7S7, ICC7S14, ICC6S1; IGC3K1-3, ICC3K1-2, ICC7S2	The lesson is based on content only with little consideration of student strengths/preferences.	Most aspects of the lesson are on student learning and include some highly engaging components. Lesson is based on most student strengths (auditory, communication, learning, structure).	The focus of the lesson is on student learning and includes many highly engaging components. Lesson is based on each student's strengths (auditory, communication, learning, structure).
9	Formative and/or summative assessments are aligned with objectives (i.e., lesson includes a data collection system/task analysis that assesses identified lesson objectives). ICC7S6 ICC8S4,ICC8S8, IGC8SS3	Evaluation of students does not clearly match the identified objectives.	Evaluation of student learning is linked to objectives, and incorporates evaluation of some additional skills.	Evaluation of student learning is closely linked to objectives, and incorporates evaluation of behavior, social abilities, and/or communication as appropriate to the students in a way that captures student progress.
10	The lesson incorporates flexibility and plans for re-teaching and/or extension, if needed (i.e., skills generalize to other routines, environments, independent living and/or career exploration). ICC7S13, ICC7S13, IGC7S6, IGC5S1, S3	Lesson is planned as an isolated experience with not plans identified for re-teaching or extension	Lesson is planned within the context of other lessons.	Lesson is planned within the context of other lessons and modified to adjust to student learning. Generalization of skills to different tasks/different environments is conveyed

	ACTION: Implementation Indicators	Developing	Acceptable	Target
1	The teacher candidate arranges the physical environment to maximize learning in this particular lesson. (i.e. addresses the physical and sensory needs of students). IGC5K2	Teacher candidate does not consider the physical environment to support the learning of students. Assistive technology is not considered.	Teacher candidate arranges the physical environment to maximize students' learning. Some of the following is considered: classroom structure, visual supports, lighting, physical access and clutter are adapted. Assistive technology is considered to assist some students learn.	Teacher candidate arranges the physical environment to maximize all students' learning. Classroom structure, visual supports, lighting, physical access and clutter are adapted. Assistive technology is considered to assist with learning in the environment
2	The teacher candidate attends to individual student needs, including learning and behavioral issues, study skills and considers effective use of paraeducators, peers, and other related service to provide support. ICC7K5, ICC7S2, IGC4S3, IGC6S1 (enhance vocabulary), IGC6S2 (spelling), IGC6S3 (oral/written language), IGC6S4 (legible documents)-as appropriate to the lesson.	The teacher candidate attends to the needs of some students. Little collaboration to ensure all student needs are met is evident.	The teacher candidate attends to individual student needs, including learning and behavioral issues. Professionals in the classroom are informed and work together to assist students.	The teacher candidate attends to individual student needs, including learning and behavioral issues. Professionals in the classroom are knowledgeable on their roles and work together to assist students, with carryover of roles evident.

3	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assistive technologies, electronic technology) to promote student learning and creativity using age-appropriate materials. IGC7S2, ICC7S9, ICC6K1, IGC6S1, ICC6K4, IGC4S7; IGC7S3	The teacher candidate designs learning experiences without evidence that individual learning needs are considered in selection of digital tools or resources.	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assist. technologies, electronic technology) to promote student learning and creativity	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assist. technologies, electronic technology) to promote maximum student learning and creativity
4	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson (i.e. pace, intensity of content, and instructional/behavioral supports to assist learning). IGC4S6, ICC5K3, ICC7S12	The pace of the lesson and/or intensity of content do not match student learning needs.	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. Intensity of content, memory/perceptual supports, visual supports, are used to match the needs of most students.	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. Intensity of content, memory/perceptual supports, visual supports, are used to match the needs of all students.
5	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assistive technologies, electronic technology). IGC7S2, ICC7S9, ICC6K1, IGC6S1, ICC6K4, IGC4S7, IGC4S5, IGC4S4, ,IGC4S15-16	The teacher candidate develops learning activities that do not match most student learning needs	The teacher candidate customizes and personalizes learning activities using digital tools and resources that match all students' needs. Learning activities incorporate manipulatives, aug. communication, adaptive or assistive technology, electronic technology and other adaptations as consistent with some student's learning needs.	The teacher candidate customizes and personalizes learning activities using digital tools and resources that match all students' needs. Learning activities incorporate manipulatives, aug. communication, adaptive or assistive technology, electronic technology and other adaptations as consistent with each student's learning needs.
6	The teacher candidate uses multiple forms of assessment (i.e. observation, rubrics, and oral questioning) to measure student learning. IGC8S3-4	The teacher candidate uses an assessment plan that does not convey a match to basic students needs.	The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. Assessment is adapted to match the language, sensory, learning, response-mode, and physical challenges as appropriate for most students.	The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. Assessment is adapted to match the language, sensory, learning, response-mode, and physical challenges as appropriate for each student.
7	The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (i.e. uses communication strategies and research-supported methods that match student culture/learning needs). ICC6S1, ICC7S8, ICC2K6-7	The teacher candidate's questioning strategies are not matched to student needs and are not likely to enhance the development of student conceptual understanding/problem solving.	The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving and are individualized to most student needs (i.e. uses communication and prompting methods that match student culture, sensory, tactile/kinesthetic learning needs).	The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving and are individualized to each student needs (i.e. uses communication and prompting methods that match student culture, sensory, tactile/kinesthetic learning needs).
8	The lesson is modified as needed based on formative assessment within the lesson. ICC8S5, IGC8S3, ICC2K6-7	The teacher candidate demonstrates limited analysis of formative assessment, resulting in	The teacher candidate demonstrates modification of the lesson, as needed, based on some analysis of formative assessment within the lesson.	The teacher candidate demonstrates modification of the lesson, as needed, based on careful analysis of formative assessment within the lesson.

		few modifications.	

	ACTION: Content Indicators	Developing	Acceptable	Target
1	The content of the lesson is significant and worthwhile. IGC4S13	The content of the lesson is selected based on teacher interest, has little connection to student learning abilities	The teacher candidate selects lesson content that is based in the general education curriculum, is somewhat significant, worthwhile, and prioritized based on some student learning abilities.	The TC selects lesson content that is based in the general education curriculum, is significant, worthwhile, and prioritized based on student learning abilities.
2	The content of the lesson is appropriate for the developmental levels of the students in this class. ICC4S3, ICC7S1 (i.e. mathematics (IGC4S5), reading (IGC4S4,) writing (IGC4S15-16)	The content of the lesson does not match the developmental levels of the students.	The content of the lesson is appropriate for the developmental levels of the most students in this class, modified to meet most student learning needs.	The content of the lesson is appropriate for the developmental levels of the students in this class, modified to meet individual student learning needs.
3	Students are intellectually engaged with important ideas relevant to the focus of the lesson. ICC3K2	Students are not engaged in the content of the lesson	Students are somewhat intellectually engaged with important ideas relevant to the focus of the lesson.	Students are highly intellectually engaged with important ideas relevant to the focus of the lesson.
4	The teacher candidate provides accurate content information and displays an understanding of important concepts. ICC4S4	The teacher candidate provides content which is inaccurate.	The teacher candidate provides accurate content information and displays an understanding of important concepts.	The TC provides accurate content information and displays an in-depth understanding of important concepts.
5	Appropriate connections are made to other areas of the discipline, to other disciplines (transition to adult life), and/or to real-world contexts (i.e. considers home factors, family perspectives, cult. perspectives, preferences for post-school environments). IGC4S10, ICC4S6, IGC4S8	The teacher candidate makes few connections to other disciplines or to real-world contexts.	The TC makes appropriate connections to other areas of the discipline, to other disciplines, and/or to real-world contexts. Considerations of some additional factors are evident.	The TC makes appropriate connections to other areas of the discipline, to other disciplines, and/or to real-world contexts and considers home factors, family perspectives, regional considerations, and cultural perspectives in making the connections.

.	ACTION: Climate Indicators	Developing	Acceptable	Target
1	The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, and comments on papers. ICC5S7, IGC5S4	The teacher candidate demonstrates strained relationships with his/her students	The teacher candidate demonstrates positive relationships with his/her students in most ways	The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc
2	There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect.(i.e. including behavior that supports cultural difference, family differences, learning differ). ICC5S13-14	The teacher candidate treats others with respect on occasion	There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ)	There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ), supported by teacher candidate model of respect for others.
3	Active participation of all is encouraged and value. (i.e., identifying realistic expectations, behavioral supports, and feedback that match student learning	The teacher candidate requires students to participate.	Teacher candidate encourages and values active participation throughout the school day. The TC identifies realistic expectations,	TC encourages and values active participation throughout the school day. The teacher candidate identifies realistic expectations,

	needs). ICC4S2, ICC5S1, ICC5S4		behavioral and/or physical supports, and feedback that match student learning needs.	behavioral and/or physical supports, and feedback that match student learning needs.
4	The teacher candidate's language and behavior clearly demonstrate that s/he is approachable, sensitive, and supportive to all students. ICC5S4, IGC6K1	The teacher candidate demonstrates behavior that can be perceived as approachable at times	The teacher candidate's language and behavior clearly demonstrate that s/he is approachable and supportive to all students	The teacher candidate's language and behavior clearly demonstrate that s/he is approachable, sensitive, and supportive to all students
5	The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions (i.e. using positive behavior and intervention systems-PBIS). ICC4K1, IGC5S4	The teacher candidate presents limited opportunity for students to become actively involved in the lesson.	The teacher candidate presents a teaching climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions, using positive behavior and intervention strategies during most times.	The teacher candidate presents a teaching climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions, using positive behavior and intervention strategies at all times.
6	Intellectual rigor, constructive criticism, and the challenging of ideas are evident (i.e. high expectations to match student abilities). IGC5S4	The teacher candidate provides expectations based on some students.	The teacher candidate provides Intellectual rigor with high expectations for most student, provides constructive criticism, and the challenging of ideas.	The teacher candidate provides Intellectual rigor with high expectations for each student, provides constructive criticism, and the challenging of ideas.
7	There was a high proportion of student-to-student communication about the content of the lesson (consistent with student mode of communication) IGC5S4, IGC6S1	The lesson was primarily teacher candidate directed with limited opportunity for student communication.	There were some opportunities for student-to-student communication and/or teacher-to-student communication about the content of the lesson. Teacher candidate uses/encourages communication that is consistent with student's mode of communication.	There was a high proportion of student-to-student communication and/or teacher-to-student communication about the content of the lesson. Teacher candidate uses/encourages communication that is consistent with student's mode of communication, physical abilities, and level of responsiveness.

.	**ACTION: Classroom Management Indicators**	**Developing**	**Acceptable**	**Target**
1	The teacher candidate has an effective way of getting all students in the class to be attentive (i.e. utilizes appropriate communication, behavior management strategies). ICC5S5, ICC6S1	The teacher candidate gains attention of students using practices inconsistent with positive behavior support.	The teacher candidate has an effective way of getting most students in the class to be attentive. The teacher candidate utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task as appropriate as appropriate for most students.	The teacher candidate has an effective way of getting all students in the class to be attentive. The teacher candidate utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task as appropriate to each student.
2	The teacher candidate does not try to "talk over" the students (i.e. modifying using appropriate volume and intonation to support student understanding, addressing problems/attention needs in a constructive way). ICC5S5, ICC4S3	The teacher candidate uses voice volume as a primary technique to gain student attention.	The teacher candidate does not try to "talk over" the students. The teacher candidate modifies their voice by using appropriate volume and intonation to support student hearing needs and level of communication of most students. Teacher candidate addresses attention challenges in a constructive way.	The teacher candidate does not try to "talk over" the students. The teacher candidate modifies their voice by using appropriate volume and intonation to support student hearing needs and level of communication. Teacher candidate addresses attention challenges in a constructive way.
3	The majority of class time is spent devoted to	Class time is minimally	The majority of class time is spent devoted to	The majority of class time is spent devoted to

	academic tasks, and time is divided in a meaningful, constructive way (i.e. Adapts grouping, and lesson progression to match student and learning needs, and promote independence). IGC5K3, IGC4S9, ICC5S9	devoted to academic tasks.	academic tasks, and time is divided in a meaningful, constructive way. The teacher candidate adapts grouping and lesson progression to match student and learning needs.	academic tasks, and time is divided in a meaningful, constructive way. The teacher candidate adapts grouping and lesson progression to match every student's learning, behavioral and attentional needs.
4	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task. ICC5S10, IGC4S9	The teacher candidate addresses the needs of some students.	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task.	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task. This is supported by the coordinated engagement of other classroom professionals working with students.
5	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. IGC4S9, IGC5S13, ICC6S1	The teacher candidate provides minimal directions before moving on to the next task.	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. Some supports are used to assist with transitions.	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. Additional supports are used to assist with successful transitions of each student.
6	The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. IGC5S11, IGC4S13	The TC implements inconsistent behavioral interventions that do not convey careful attention to consequences.	The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences	The teacher candidate develops and applies a set of fair classroom rules, and behavioral interventions are based on logical consequences

	Reflection Indicators	Developing	Acceptable	Target
1	The teacher candidate describes how s/he made decisions for planning and implementation. ICC7S13, ICC9S11	The teacher candidate presents a limited description for how s/he made decisions for planning and implementation.	The teacher candidate describes how s/he made decisions for planning and implementation.	The teacher candidate clearly and comprehensively describes how s/he made decisions for planning and implementation.
2	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements. ICC7S15, ICC9S11	The teacher candidate presents a limited discussion of the strengths and weaknesses of the lesson, and/or s/he does not generate appropriate ideas for possible improvements.	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements	The teacher candidate clearly and comprehensively discusses the strengths and weaknesses of the lesson and generates highly appropriate ideas for possible improvements.
3	The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. ICC8S9, IGC8S1, ICC8S7, ICC9S11	The teacher candidate presents a limited analysis and assessment of student engagement, progress toward meeting the lesson objectives,	The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives,	The teacher candidate clearly and comprehensively analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom

		and classroom management issues and/or inaccuracies exist.	and classroom management issues.	management issues with a high level of accuracy.
4	The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students. ICC9S8-9,	The teacher candidate demonstrates a limited awareness of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.	The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.	The teacher candidate demonstrates a keen awareness of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.
5	Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) that s/he will focus on for future lessons. ICC9S5, ICC9S11	Based on this lesson, the teacher candidate sets a limited number of concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) that s/he will focus on for future lessons and/or the goals set are inappropriate or somewhat inappropriate.	Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.	Based on this lesson, the teacher candidate sets highly appropriate, concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) that s/he will focus on for future lessons.

	Professional Behavior Indicators	**Developing**	**Acceptable**	**Target**
1	The teacher candidate treats her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. ICC9S1, ICC9S6, ICC9S7, ICC10S3	The TC treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with a limited level of courtesy, respect, and honesty.	The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.	The teacher candidate consistently treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with a high level of courtesy, respect, and honesty.
2	The teacher candidate is on time and is prepared. ICC9S1-S2	The teacher candidate demonstrates inconsistencies in his/her ability to be on time and be prepared.	The teacher candidate is on time and is prepared.	The teacher candidate is consistently on time and is consistently well prepared.
3	The teacher candidate dresses professionally. ICC9S1-S2	The teacher candidate demonstrates inconsistencies in his/her practice of dressing professionally.	The teacher candidate dresses professionally.	The teacher candidate consistently dresses professionally.
4	The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House). ICC9S2, ICC9S4, ICC10S2-5, ICC10S10	The teacher candidate demonstrates inconsistencies in his/her attendance at faculty and other meetings relating to students, and/or s/he is	The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students	The teacher candidate consistently attends, is highly attentive, and when applicable, takes a highly active role in department, faculty and other meetings relating to students (i.e., IEP meetings,

		inattentive, and when applicable, does not take an active role in department (i.e., IEP meetings, parent conferences, inclusion planning meetings,Open House).	(i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House).	parent conferences, inclusion planning meetings, Open House).
5	The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. ICC9S11	The teacher candidate demonstrates inconsistencies in his/her ability to accept constructive feedback and make the appropriate adjustments.	The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.	The teacher candidate is consistently able to accept constructive feedback and make the highly appropriate adjustments based on that feedback.
6	The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals, transition specialists) and independent work in a professional manner. IGC10K3, ICC10S2, IGC10S4	The teacher candidate demonstrates inconsistencies in his/her ability to balance collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a professional manner.	The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a professional manner.	The teacher candidate consistently balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a highly professional manner.
7	The teacher candidate is a thoughtful listener to her students, her colleagues, and parents. (considers differences in perspective of family members and colleagues). ICC10S6, ICC9S8	The TC demonstrates inconsistencies in his/her ability to be a thoughtful listener to his/her students, colleagues, and parents. Teacher candidate does not consider differences in perspective of family members.	The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents. Teacher candidate considers differences in perspective of family members in most interactions with others.	The teacher candidate consistently demonstrates his/her ability to be a thoughtful listener to her students, colleagues, and parents. Teacher candidate considers differences in perspective of family members in all interactions with others.
8	The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. (i.e. uses information and perspectives from others to plan and adjust student educational planning). ICC10S3	The teacher candidate demonstrates inconsistencies in his/her ability to maintain a nonjudgmental stance toward students, parents, and colleagues. The teacher candidate does not use information and perspectives from others to plan and adjust student educational planning.	The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. The teacher candidate uses information and perspectives from others frequently to plan and adjust student educational planning.	The teacher candidate consistently maintains a nonjudgmental stance toward students, parents, and colleagues. Teacher candidate uses information and perspectives from others consistently to plan and adjust student educational planning.
9	The teacher candidate is a student advocate. (i.e. supports acquisition of student services, using professional standards (procedures, confidentiality, and collaboration). ICC9S1, ICC10S3	The teacher candidate demonstrate inconsistencies in his/her advocacy of students. The teacher candidate does not support	The teacher candidate is a student advocate. The teacher candidate supports acquisition of some student services, using professional	The teacher candidate consistenly demonstrates his/her ability to be a student advocate. The teacher candidate supports acquisition of all student services, using professional

	acquisition of student services and/or does not use professionalism in acquisition of services.	standards (i.e. procedures, confidentiality, collaboration).	standards (i.e. procedures, confidentiality, collaboration).

	Technology Indicators	**Developing**	**Acceptable**	**Target**
1	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology) to promote student learning and creativity. IGC4S7, ICC6S2, IGC6S5, IGC7S4	The teacher candidate *demonstrates inconsistencies* in his/her ability to design or adapt relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, fm systems, electronic technology) to promote student learning and creativity.	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology) to promote student learning and creativity.	The teacher candidate *consistently* designs or adapts *highly* relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology) to promote student learning and creativity.
2	The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. IGC7S, IGC4S7	The teacher candidate *demonstrates inconsistencies* in his/her ability to develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.	The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.	The teacher candidate *consistently* develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
3	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, Language supports, adaptive/assistive technologies, augmentative communication, fm systems, electronic technology) IGC6S5, IGC6S1-2, IGC7S, IGC4S7	The teacher candidate customizes and personalizes *a limited number* of learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, aug. communication, fm systems, electronic technology).	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, fm systems, electronic technology).	The teacher candidate *consistently* customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, fm systems, electronic technology).
4	The teacher candidate demonstrates fluency with available	The teacher candidate	The teacher candidate	The teacher candidate *consistently*

	technology systems. IGC4S7, IGC7S4	*demonstrates inconsistencies* in his /her fluency with available technology systems.	demonstrates fluency with available technology systems.	demonstrates fluency with available technology systems.
5	The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats. ICC6S1, IGC4S7, IGC7S4	The teacher candidate *demonstrates inconsistencies* in his/her ability to communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.	The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.	The teacher candidate *consistently* communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
6	The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning. IGC4S7, IGC7S4	The teacher candidate *demonstrates inconsistencies* in his/her ability to model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.	The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.	The teacher candidate *consistently* models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.
7	The teacher candidate demonstrates fluency with available technology (if applicable) IGC4S7, IGC7S4	The teacher candidate *demonstrates inconsistencies* in his/her fluency with available technology (if applicable).	The teacher candidate demonstrates fluency with available technology (if applicable).	The teacher candidate *consistently* demonstrates fluency with available technology (if applicable).

SECTION TWO: CAPSULE RATING OF OBSERVED LESSON

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

Unacceptable
Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.   For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed.

Approaching
Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

If this is other than a first observation, student performance at this level may indicate that intervention is needed.

Acceptable
Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

Target
Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating: ____ Unacceptable   ___Approaching   ____ Acceptable   ____ Target

BS in Mild to Moderate Disabilities: Elementary/Middle Levels
Teacher Candidate Observation and Progress Report (TCOPR) Data Table

	Planning Indicators	CEC General Curriculum Standards	Spring 2010 N=60			Fall 2010 N=37		
			U	A	T	U	A	T
1	The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.	7-Instructional Plan: ICC7S9-10, IGC7S2-5, IGC7S8	0	36 60%	24 40%	0	19 51%	18 49%
2	Lesson objectives are measurable and observable.	7-Instructional Plan: ICC7S6, ICC7K3	2 3%	39 65%	19 32%	2 5%	21 57%	14 38%
3	The lesson plan objectives are aligned with GLEs/GSEs.	1- Foundations: ICC1K3 7-Instructional Plan: ICC7S1, ICC7K3	1 2%	35 58%	24 40%	0	15* 42%	21* 58%
4	The instructional strategies, activities and technical resources (e.g. augmentative communication, manipulatives, assistive technologies) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles (communication , organization, linguistic and/or vocabulary needs).	3-Indiv Learn Diff: IGC3K1-3 6-Language: ICC6K1, IGC6S1, ICC6K4 7-Instructional Plan: IGC7S2, ICC7S9, ICC7S11;	1 2%	41 68%	18 30%	0	22 59%	15 41%
5	The instructional strategies, activities and technical resources (e.g. augmentative communication, manipulatives, electronic technology, assistive technologies) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles (communication , organization, linguistic and/or vocabulary needs, and/or supports to writing) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students in least restrictive environments.	2-Dev/Char of Learn: ICC2K2 3-Indiv Learn Diff: IGC3K1-3, ICC3K3 6-Language: IGC6K2, IGC6S1-2 7-Instructional Plan:ICC7K4, IGC7S4, ICC7S11, ICC7S8;	0	40 67%	20 33%	0	20 54%	17 46%
6	The lesson design demonstrates an accurate understanding of content.	7-Instructional Plan: ICC7K2	0	35 58%	25 42%	0	22 59%	15 41%
7	The lesson is designed to engage students in meaningful instructional tasks related to content (i.e. plans for appropriate behavior, communication, social learning, within context of academic learning).	4-Instr. Strat: ICC4S3, ICC4S5 6-Language: ICC6S1; 3-Indiv Learn Diff: IGC3K1-4 7-Instr. Plan:IGC7S1, IGC7S2 , ICC7S7, ICC7S14	0	36 60%	24 40%	0	16 43%	21 57%
8	The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging (i.e. takes into account individual learning styles, levels of understanding, auditory, and communication strengths).	3-Indiv Learn Diff: IGC3K1-3, ICC3K1-2 4-Instr. Strat: ICC4S3, ICC4S5, 6-Language: ICC6S1 7-Instructional Plan: IGC7S1, IGC7S2 , ICC7S7, ICC7S14, ICC7S2	0	36 60%	24 40%	0	19 51%	18 49%
9	Formative and/or summative assessments are aligned with objectives (i.e. lesson includes a data collection system/task analysis that assesses identified lesson objectives).	7-Instructional Plan: ICC7S6 8-Assessment: ICC8S4,ICC8S8, IGC8SS3	2 3%	37 62%	21 35%	4 11%	15 41%	18 48%
10	The lesson incorporates flexibility and plans for re-teaching and/or extension, if needed (i.e. skills generalize to other routines and environments).	7-Instructional Plan: ICC7S13, ICC7S13, IGC7S6	0	42 70%	18 30%	2 5%	19 52%	16 43%

		CEC General Curriculum Standards	U	A	T	U	A	T
	ACTION: Implementation Indicators							
1	The teacher candidate arranges the physical environment to maximize learning in this particular lesson. (i.e. addresses the physical and sensory needs of students)	5-Learn Env: IGC5K2 7-Instructional Plan: ICC7S9, ICC7S5	0	33 55%	27 45%	0	17 46%	20 54%
2	The teacher candidate attends to individual student needs, including learning and behavioral issues (i.e. considers effective use of paraeducators, peers, and other related service to provide support).	4- Instr. Strat: IGC4S36 6-Language: IGC6S1 IGC6S2, IGC6S3, IGC6S4 7-Instructional Plan: ICC7K5, ICC7S2	1 2%	32 53%	27 45%	1 2%	17 46%	19 52%
3	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.	4- Instr. Strat: IGC4S7 6-Language: ICC6K1, IGC6S1, ICC6K4 7-Instructional Plan: IGC7S2, ICC7S9, IGC7S3	0	39 65%	21 35%	1 2%	18 49%	18 49%
4	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson (i.e. pace, intensity of content, and instructional supports to assist learning).	4-Instr. Strat: IGC4S6, 5-Learn Env: ICC5K3 7-Instructional Plan: ICC7S12	1 2%	35 58%	24 40%	1 2%	19 52%	17 46%
5	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assistive technologies, electronic technology).	4- Instr. Strat: IGC4S7, IGC4S5 IGC4S4,IGC4S15-16 6-Language: ICC6K1, IGC6S1, ICC6K4 7-Instructional Plan: IGC7S2, ICC7S9	0	43 72%	17 28%	2 5%	22 60%	13 35%
6	The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.	7-Instructional Plan: ICC7S15, ICC7S4-5, 8-Assessment:	2 3%	40 67%	18 30%	3 8%	19 52%	15 40%
7	The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (i.e. uses communication and prompting methods that match student culture, sensory, tactile/kinesthetic learning needs).	6-Language: ICC6S1 7-Instructional Plan: ICC7S8	1 2%	40 66%	19 32%	2 5%	19 52%	16 43%
8	The lesson is modified as needed based on formative assessment within the lesson.	8-Assessment: ICC8S5, IGC8S3	3 5%	35 58%	22 37%	4 11%	18 48%	15 41%

		CEC General Curriculum Standards	U	A	T	U	A	T
	ACTION: Content Indicators							
1	The content of the lesson is significant and worthwhile.	4-Instr Strat: IGC4S13	0	30 50%	30 50%	0	14 38%	23 62%
2	The content of the lesson is appropriate for the developmental levels of the students in this class.	4-Instr. Strat.: ICC4S3 , IGC4S5, IGC4S4, IGC4S15-16; 7-Instr. Plan: ICC7S1	0	33 55%	27 45%	1 3%	13 35%	23 62%
3	Students are intellectually engaged with important ideas relevant to the focus of the lesson.	4- Instr. Strat: ICC4K2	0	39 65%	21 35%	1 3%	16 43%	20 54%
4	The teacher candidate provides accurate content information and displays an understanding of important concepts.	4-Instr. Strat.: ICC4S4	0	33 55%	27 45%	1 3%	14 38%	22 59%
5	Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.	4- Instr. Strat: IGC4S10, ICC4S6, IGC4S8	1 2%	33 55%	26 43%	2 5%	21 57%	14 38%

		CEC General Curriculum	U	A	T	U	A	T
	ACTION: Climate Indicators							

#	Indicator	Standards	U	A	T	U	A	T
1	The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc.	5-Learn Env: ICC5S7, IGC5S4	0	23 38%	37 62%	0	17 46%	20 54%
2	There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect (i.e. including behavior that supports cultural difference, family differences, learning differences).	5-Learn Env: ICC5S13-14	1 2%	28 47%	31 51%	0	15 41%	22 59%
3	Active participation of all is encouraged and valued (i.e. identifying realistic expectations, behavioral and/or physical supports, and feedback that match student learning needs).	4- Instr Strat: ICC4S2 5-Learn Env: ICC5S1, ICC5S4	0	24 40%	36 60%	0	13 35%	24 65%
4	The teacher candidate's language and behavior clearly demonstrate that s/he is approachable, sensitive, and supportive to all students.	5-Learn Env: ICC5S4 6-Language: IGC6K1	0	27 45%	33 55%	0	14 38%	23 62%
5	The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions (using positive behavior and intervention systems-PBIS).	4-Instr Strat: ICC4K1 5-Learn Env: IGC5S4	0	32 53%	28 47%	2 5%	18 47%	17 46%
6	Intellectual rigor, constructive criticism, and the challenging of ideas are evident (high expectations to match student abilities).	5-Learn Env: IGC5S4	1 2%	27 45%	32 53%	2 5%	19 52%	16 43%
7	There was a high proportion of student-to-student communication about the content of the lesson (consistent with student mode of communication).	5-Learn Env: IGC5S4 6-Language: IGC6S1	2 3%	36 60%	22 37%	2 5%	20 54%	15 41%

#	ACTION: Classroom Management Indicators	CEC General Curriculum Standards	U	A	T	U	A	T
1	The teacher candidate has an effective way of getting all students in the class to be attentive. (i.e. utilizes appropriate communication and behavior management strategies).	5-Learn Env: ICC5S5 6-Language: ICC6S1	2 3%	37 61%	22 36%	2 5%	18 47%	17 46%
2	The teacher candidate does not try to "talk over" the students, (i.e. modifying using appropriate volume and intonation to support student understanding, addressing problems/attention needs in a constructive way.)	4 Instr. Strat: ICC4S3 5-Learn Env: ICC5S5	1 2%	31 51%	28 47%	1 3%	16 43%	20 54%
3	The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. (i.e. adapts grouping, and lesson progression to match student and learning needs and to promote independence).	4-Instr. Strat: IGC4S9 5-Learn Env: IGC5K3, ICC5S9	0	30 50%	30 50%	0	17 46%	20 54%
4	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task.	4- Instr. Strat: IGC4S9 5-Learn Env: ICC5S10	1 2%	34 57%	25 41%	1 3%	13 35%	23 62%
5	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity.	4-Instr. Strat: IGC4S9, IGC4S13 6-Language: ICC6S1	0	36 60%	24 40%	1 3%	19 51%	17 46%
6	The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.	5-Learn Env: IGC5S11	1 2%	32 53%	24 40%	2 5%	23 62%	12 33%

	Reflection Indicators	CEC General Curriculum Standards	U	A	T	U	A	T

#	Indicator	Standards	U	A	T	U	A	T
1	The teacher candidate describes how s/he made decisions for planning and implementation.	7-Instruct Plan: ICC7S13, 9-Professional: ICC9S11	0	35 58%	25 42%	1 3%	18 48%	18 49%
2	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.	7-Instruct Plan: ICC7S15, 9-Professional: ICC9S11	0	34 57%	26 43%	1 3%	16 43%	20 54%
3	The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.	8-Assessment: ICC8S9, IGC8S1, ICC8S7 9-Professional: ICC9S11	0	33 55%	27 45%	2 5%	14 38%	21 57%
4	The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.	9-Professional: ICC9S8-9	0	36 60%	24 40%	0	17 46%	20 54%
5	Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.	9- Professional: ICC9S5, ICC9S11	1 2%	33 55%	26 43%	1 3%	14 38%	22 59%

#	Professional Behavior Indicators	CEC General Curriculum Standards	U	A	T	U	A	T
1	The teacher candidate treats her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.	9-Professionalism: ICC9S1, ICC9S6, ICC9S7 10-Collaboration: ICC10S3	3 5%	9 15%	48 80%	0	10 27%	27 73%
2	The teacher candidate is on time and is prepared.	9-Professionalism: ICC9S1-S2	3 5%	13 22%	44 73%	1 3%	10 27%	27 73%
3	The teacher candidate dresses professionally.	9-Professionalism: ICC9S1-2	3 5%	8 13%	49 82%	0	9 24%	28 76%
4	The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e. IEP meetings, parent conferences, inclusion planning meetings, Open House).	9-Professionalism: ICC9S4 10-Collaboration: ICC10S2-5, ICC10S10,	3 5%	15 25%	42 70%	1 3%	10 27%	26 70%
5	The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.	9-Professionalism: ICC9S11	3 5%	12 20%	45 75%	0	13 35%	24 65%
6	The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessions) and independent work in a professional manner.	10-Collaboration: IGC10K3, ICC10S2, IGC10S4	3 5%	18 30%	39 65%	1 3%	12 32%	24 65%
7	The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents. TC considers differences in perspective of family members and colleagues	10-Collaboration: ICC10S6 9-Professionalism: ICC9S8	3 5%	14 23%	43 72%	0	13 35%	24 65%
8	The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues (i.e. uses information and perspectives from others to plan and adjust student educational planning).	10-Collaboration: ICC10S3	2 3%	15 25%	43 72%	0	12 32%	25 68%
9	The teacher candidate is a student advocate (i.e. supports acquisition of student services, using professional standards such as procedures, confidentiality, and collaboration).	9-Professionalism: ICC9S1 10-Collaboration: ICC10S3	3 5%	19 32%	38 63%	1 3%	10 27%	26 70%

#	Technology Indicators	CEC General Curriculum Standards	U	A	T	U	A	T
1	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, electronic technology) to promote	4- Instr. Strat: IGC4S7 6-Language: ICC6S2, IGC6S5 7-Instruct Plan: IGC7S4	5 8%	23 38%	32 54%	0	18 48%	19 52%

#	Description	Standards						
	student learning and creativity.							
2	The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.	7-Instruct Plan: IGC7S 4-Instruct Strat: IGC4S7	4 6%	25 42%	31 52%	0	21 57%	16 43%
3	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, electronic technology).	6-Language: IGC6S5, IGC6S1-2 7-Instruct Plan: IGC7S 4-Instruct Strat: IGC4S7	4 6%	25 42%	31 52%	0	19 51%	18 49%
4	The teacher candidate demonstrates fluency with available technology systems.	4-Instruct Strat: IGC4S7 7-Instruct. Plan: IGC7S4	3 5%	25 42%	32 53%	0	17 46%	20 54%
5	The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.	6-Language: ICC6S1 4-Instruct Strat: IGC4S7 7-Instruct. Plan: IGC7S4	4 6%	29 49%	27 45%	0	19 51%	18 49%
6	The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.	4-Instruct Strat: IGC4S7 7-Instruct. Plan: IGC7S4	4 6%	27 45%	29 48%	0	17 46%	20 54%
7	The teacher candidate demonstrates fluency with available technology (if applicable)	4-Instruct Strat: IGC4S7 7-Instruct. Plan: IGC7S4	n/a	n/a	n/a	n/a	n/a	n/a