

Severe Disabilities
Lesson Plan and
Teacher Candidate Observation and
Performance Rubric

Example: ACCEPTABLE

SPED 437/665 Lesson Plan

Description of the lesson:

The lesson is set of three mini activities to reinforce numeral identification, counting, counting sets to match the numeral, and basic addition skills. The activities will take the place of the task boxes and will be comprised of three simple math activities. I have used the program Writing with Symbols to create addition problems. Amanda will use Cheerios to coincide with the book that will be placed in one of her task baskets. Kevin will be using raisins to assist him in counting as this is a typical snack that he brings in from home. Both students will be working on similar skills; however, their activities are slightly different. Amanda will have the opportunity to read *The Cheerios Counting Book* by Barbara Barbieri McGrath while Kevin will mainly use flash cards. Both students will be working on similar skills and will engage in different activities to meet their individual math and cognitive abilities to improve their counting, numeral identification, counting sets to match the numeral, and basic addition skills.

Early learning standards (RIELS) Addressed:

Language Development and Communication

2. Listening and Understanding

Children develop skills in listening and in understanding language.

3. Speaking and Communicating

Children will use verbal and non-verbal language to express and communicate information.

Mathematics

2. Numbers and Operations

Children show interest and curiosity in counting and grouping objects and numbers.

Alternate Assessment Grade Span Expectations addressed (AAGSEs):

NO 1.1 Represent and number small collections (1-4 items).

NO1.1a Identify or label a small collection of up to "four" items with a number symbol/word (e.g., point to a collection of up to 4 items).

NO 1.3 Use the counting sequence to demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., one/1).

Materials/Adaptive Equipment/Assistive Technology Necessary for the Lesson:

- 1-2-3 task baskets (including the "all done" bin)
- The Cheerios Counting Book by Barbara Barbieri McGrath
- Numeral Flash Cards

- Addition Sentence
 - Velcro Numeral Addends
- Cheerios
- Raisins

Positions the Students will be in during the lesson:

Student's Name	Position/Equipment	Staff Responsible for Student's Position/Involvement
Amanda*	Designated Work Station/Classroom Chair	Teacher and Class Assistants
Kevin*	Designated Work Station/Classroom Chair	Teacher and Class Assistants

*The names have been changed on the Teacher Candidate Work Sample to protect the privacy of the students.

Description of the Lesson

Prerequisite skills

What do the students need to know before this lesson as prior knowledge?

The students will need to know basic math vocabulary. For example, number words/numerals 1 through 10. The students will be introduced to this vocabulary prior to counting Cheerios/raisins and completing addition sentence strips.

Beginning/Introduction	(How do students know the beginning? How are concepts introduced to the students?) The students will begin by being handed their "check schedule" card and see the picture symbol for "ready to work". The
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Lesson Plan
Math

	<p>students will then go to their seats to begin the lessons where they will begin with vocabulary located in task basket number 1.</p>
1.	<p>Amanda will be given flash cards to practice her numeral recognition (1 through 10).</p> <p>Kevin will be given flash cards to practice his numeral recognition (1 through 10).</p> <p>Once they have completed this task the student will place that task in the "all done" bin and will move on to task basket number 2.</p>
2.	<p>Amanda will read <i>The Cheerios Counting Book</i> by Barbara Barbieri McGrath with the teacher and count the Cheerios on each page.</p> <p>Kevin will be given one flash card at a time and asked to count out the amount of raisins shown on the card. For example, if he is shown the flash card with the numeral 2 on it, he will count out two raisins.</p> <p>Once these tasks are completed the students may place them in the "all done" bin and move on to task basket number 3.</p>
3.	<p>Amanda will be given the flash cards, two at a time, arranged in an addition sentence. Amanda will be asked to count out the number of Cheerios on each card then to find the total number of Cheerios.</p> <p>Kevin will be given addition sentence strips with numerals velcroed in the empty boxes and will be asked to add the numbers using his raisins as manipulatives. For example, $1 + 2 = \underline{\quad}$. Kevin will be asked to first count out 1 raisin, then two raisins, then count them all and find the numeral matching the total amount of raisins on the sentence strip.</p> <p>Once the students have completed this</p>

Lesson Plan
Math

	task they may place if in the "all done" bin and check their schedules once again to find the "play time" picture card.
End	(How do the students know the end?) After completing the last task basket the students will be instructed to check their schedules once again to find the "play time" picture card. <i>(This strategy is part of the TEACCH methodology. The students must complete three tasks and are given a break in between each set of three tasks completed)</i>

Student-Specific Objectives of the Lesson

Student's Name	IEP objective focus for that student
Amanda	<p>Schedule item/symbol used by this student for this lesson is: <u>Mayor Johnson Symbols and picture/visual schedule.</u></p> <p>Academic IEP objective: <u>Amanda will demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., one/1).</u></p> <p>Modifications (materials, activity, environmental) made for this student: <u>Amanda will be seated at her individualized work station with her task baskets to avoid any unnecessary distractions and to follow the TEACCH methodology of the 1-2-3- all done task baskets. Amanda will also be using flash cards and manipulatives to assist in numeral identification, counting, counting sets to match the numeral, and basic addition skills.</u></p> <p>Measurement: <u>Amanda's progress will be measured and monitored using a checklist. She is required to score an 80% or higher on each component of the lesson to show an understanding of the content.</u></p>
Kevin	<p>Schedule item/symbol used by this student for this lesson is: <u>Mayor Johnson Symbols and picture/visual schedule.</u></p> <p>Academic IEP objective: <u>Kevin will demonstrate one-to-one correspondence between objects and counting words/symbols (e.g., one/1).</u></p>

Modifications (materials, activity, environmental) made for this student:

Kevin will be seated at his individualized work station with his task baskets to avoid any unnecessary distractions and to follow the TEACCH methodology of the 1-2-3- all done task baskets. Kevin will also be using flash cards and manipulatives to assist in numeral identification, counting, counting sets to match the numeral, and basic addition skills.

Measurement: Kevin's progress will be measured and monitored using a checklist. He is required to score an 80% or higher on each component of the lesson to show an understanding of the content.

Checklist

	Content being assessed (i.e. counting, numeral recognition, basic addition problems, and one to one correspondence)	Content being assessed (i.e. counting, numeral recognition, basic addition problems, and one to one correspondence)	Content being assessed (i.e. counting, numeral recognition, basic addition problems, and one to one correspondence)	Content being assessed (i.e. counting, numeral recognition, basic addition problems, and one to one correspondence)	NOTES
Amanda*	10/10	4/4	3/3	2/2	
Kevin*	5/5	4/4	3/4	3/4	

FSEHD Teacher Candidate Observation and Progress Report
for
Student Teaching/Graduate Internship
in Special Education 437 665

Teacher Candidate: _____ Emplid: _____

Supervising Professor's Name: Jason Dell

Cooperating Teacher's Name: Laurie Jensen

Grade Level/Content Area Assignment: Elementary - Primary

Cooperating School District/School: Norwood Elem.

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

Date: 2/15/2011

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.

Jason G Dell 2/15/2011
College Professor / Cooperating Teacher's Signature Date

[Signature] 2/15/11
Teacher Candidate's Signature Date

Teacher Candidate Observation and Performance 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 candidate plans a lesson that is ecologically based, is sequentially presented consistent with most student levels of understanding, response modes and engagement (X)	The teacher candidate plans a lesson that is ecologically based, sequentially presented, and consistent with all student levels of understanding, response modes and engagement (10)
2	Lesson objectives are measurable and observable. ICC7S6	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. Criteria are identified for some objectives.	Lesson objectives are clear, and are differentiated to match different levels of student skills. Criteria are identified for students at different levels.
3	The lesson plan objectives are aligned with GLEs, GSEs, AAGSEs, RIFLS standards of general education ICC1K3, ICC1K1, ICC7S1, ICC7K3	Objectives are not aligned with appropriate standards	Teacher candidate's objectives are mostly aligned with appropriate standards, linked to general education curriculum	Teacher candidate's objectives are all aligned with appropriate standards of general education at an age-appropriate level consistent with general curriculum (10)
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 (health, physical, medical needs). ICC2K5-6, ICC2K7, ICC2K23, ICC3K1, ICC3K3; ICC7S4, ICC7S2, ICC7K4, ICC7S11; ICC6K1, ICC6K1, ICC6K2	Instruction, strategies, resources, or materials are chosen based on some student needs.	The teacher candidate 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 (H)	The teacher candidate 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. manipulatives, adaptive or assistive technologies, augmentative communication, electronic technology, and supports to writing) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students in least restrictive environments. ICC2K2; ICC4S2; ICC6K2; ICC6S1-2; ICC7S4, ICC7K4, ICC7S11; ICC1K4, ICC1K3, ICC1K6	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) (H)	The teacher candidate's instruction, strategies, resources, and materials consider all student abilities and understanding (i.e. behavior, 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. 7-Instruction. Plan: ICC7K2	Significant errors in content is presented within the teacher candidate'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 (10)
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, ICC4S3; ICC7K2, ICC7S14, ICC7S1, ICC7S7, ICC7S8; 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 communication and understanding of content (H) (10)	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

*Consider making the lesson applicable by allowing the student to articulate EAT the content materials if correct.

Teacher Candidate Observation and Performance Report Rubric

	PLANNING Indicators	Developing	Acceptable	Target
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-Ind Learn Differences: ICC3K1, ICC3K2, ICC3K2-3, ICC7S5, ICC7S7, ICC6K4, ICC6S3	The lesson is based on content only with little consideration of student strengths/preferences.	Most aspects of the lesson is on student learning and includes some highly engaging components. Lesson is based on most student strengths (auditory, communication, sensory, learning, structure). 4	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, sensory, 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). 7-Inst Plan: ICC7S4, ICC7S5, ICC7S6, 8-Assessment: ICC8S4, ICC8S8, ICC8S6	Evaluation of students do not clearly match the identified objectives.	Evaluation of student learning is linked to objectives, and incorporates evaluation of some additional skills. 4	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.) ICC7S13	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. 4	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
*materials were high contrast, used materials that were interesting (Cheerios) and translated into Target Learning Tasks				
	ACTION: Implementation Indicators	Developing	Acceptable	Target Learning Tasks
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) ICC7S9, ICC7S1, ICC7S5	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. 4	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. (i.e. considers effective use of technology supports, paraeducators, peers, and other related service to provide support) ICC7K5, ICC7S3, ICC7S2, ICC7S9, ICC7S11, ICC1K4, ICC4K1, ICC4K3	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. 4/5	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 assist. technologies, electronic technology) to promote student learning and creativity. ICC6K4, ICC6S3, ICC7S5	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. 4	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

Teacher Candidate Observation and Performance Report Rubric

ACTION: Implementation Indicators	Developing	Acceptable	Target
<p>4</p> <p>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) ICC4S5, ICC5K3, ICC7S12</p>	<p>The pace of the lesson and/or intensity of content do not match student learning needs.</p>	<p>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.</p>	<p>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)</p>
<p>5</p> <p>The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assistive technology, electronic technology, graphic organizers). ICC6K4, ICC6S3, ICC6K1 ICC7S13, ICC7S1, ICC7S5</p>	<p>The teacher candidate develops learning activities that do not match most student learning needs</p>	<p>The teacher candidate customizes and personalizes learning activities using digital tools and resources that match all student's needs. Learning activities incorporate manipulatives, aug. communication, technology, adaptive or assistive technology, electronic technology and other adaptations as consistent with student's learning needs. (4)</p>	<p>The teacher candidate customizes and personalizes learning activities using digital tools and resources that match all student's needs. Learning activities incorporate manipulatives, aug. communication, adaptive or assistive technology, electronic technology and other adaptations as consistent with each student's learning needs.</p>
<p>6</p> <p>The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. ICC7S15, ICC7S4-5, ICC8S2-4, ICC8S6</p>	<p>The teacher candidate uses an assessment plan that does not convey a match to basic students needs.</p>	<p>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. (4)</p>	<p>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.</p>
<p>7</p> <p>The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving methods (i.e., uses communication and prompting methods that match student culture, sensory, tactile, kinesthetic learning needs). ICC7S8</p>	<p>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.</p>	<p>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). (4)</p>	<p>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).</p>
<p>8</p> <p>The lesson is modified as needed based on formative assessment within the lesson. ICC7S15, ICC8S5</p>	<p>The teacher candidate demonstrates limited analysis of formative assessment, resulting in few modifications.</p>	<p>The teacher candidate demonstrates modification of the lesson, as needed, based on some analysis of formative assessment within the lesson.</p>	<p>The teacher candidate demonstrates modification of the lesson, as needed, based on careful analysis of formative assessment within the lesson. (6)</p>

Excellent reflection. Presentation methods (one box in 2 boxes to facilitate addition problem was particularly strong related to a student with OCD who has difficulty with uneven quantities in different places.

Teacher Candidate Observation and Performance Report Rubric

ACTION: Content Indicators	Developing	Acceptable	Target
1 The content of the lesson is significant and worthwhile/ecologically based. ICC751, ICC7K2	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 teacher candidate 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. ICC751-52, ICC756	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. ICC751	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. ICC752	The teacher candidate provides content which is inaccurate.	The teacher candidate provides accurate content information and displays an understanding of important concepts.	The teacher candidate 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, and/or to real-world contexts (considers home factors, family perspectives, cult. perspectives) ICC756, ICC7K1, ICC1K10, ICC1K1, ICC1K4	The teacher candidate makes few connections to other disciplines or to real-world contexts.	The teacher candidate 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 teacher candidate 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, comments on papers, etc. ICC557	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 cultural difference, family differences, learning differ) ICC5513-14, ICC55K8	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 valued. (i.e., identifying realistic expectations, behavioral and/or physical supports, and feedback that match student learning needs.) ICC452, ICC4K2, ICC5510-11, ICC553-4, ICC555, ICC556-7, ICC559	The teacher candidate requires students to participate.	Teacher candidate encourages and values active participation throughout the school day. The teacher candidate identifies realistic expectations, behavioral and/or physical supports, and feedback that match student learning needs.	Teacher candidate encourages and values active participation throughout the school day. The teacher candidate identifies realistic expectations, behavioral and/or physical supports, and feedback that match student learning needs.

(3) The lesson was planned based on current practices in this classroom. I have been successful in translating these skills into functional skills for my students. (2) I have been successful in translating these skills into functional skills for my students. (1) I have been successful in translating these skills into functional skills for my students.

Teacher Candidate Observation and Performance Report Rubric

	ACTION: Climate Indicators	Developing	Acceptable	Target
4	The teacher candidate's language and behavior clearly demonstrate that s/he is approachable, sensitive, and supportive to all students ICC5S1, ICC5K4	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 4	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 (using positive behavior and intervention systems-PBIS) ICC1K7, IC1K10; ICC4K1; ICC5S1, ICC5S11, ICC5K5	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. 4	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. (high expectations to match student abilities) ICC5K1; ICC3K9	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. 4	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 made of communication, physical abilities, level of responsiveness due to health issues) ICC5K1, ICC5K3; ICC6K1	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. 4	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.

The pace of the lesson was appropriate for the students. ; Ms. C. varied the pace based on student's behavior characteristics of engagement

* good covering of distractors prior to lesson

Teacher Candidate Observation and Performance Report Rubric

ACTION: Classroom Management Indicators	Developing	Acceptable	Target
<p>1 The teacher candidate has an effective way of getting all students in the class to be attentive. (i.e. utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task) IIC1K7; ICC5S2; ICC5S11; ICC5S9; ICC6S1; ICC6K2</p>	<p>The teacher candidate gains attention of students using practices inconsistent with positive behavior support.</p>	<p>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 to each student.</p>	<p>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.</p>
<p>2 The teacher candidate does not try to "talk over" the students, (i.e. modifying using appropriate volume and intonation to support student hearing needs and level of communication understanding, addressing problems/attention needs in a constructive way.) IIC1K8; ICC5S5; ICC5S10</p>	<p>The teacher candidate uses voice volume as a primary technique to gain student attention.</p>	<p>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.</p>	<p>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.</p>
<p>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) IIC5K4</p>	<p>Class time is minimally devoted to academic tasks.</p>	<p>The majority of class time is spent devoted to 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.</p>	<p>The majority of class time is spent devoted to 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.</p>
<p>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</p>	<p>The teacher candidate addresses the needs of some students.</p>	<p>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.</p>	<p>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.</p>
<p>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. ICC4S6; ICC5S12; ICC6S1</p>	<p>The teacher candidate provides minimal directions before moving on to the next task.</p>	<p>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.</p>	<p>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.</p>
<p>6 The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. IIC1K8; IIC1K7; ICC5S6</p>	<p>The teacher candidate implements inconsistent behavioral interventions that do not convey careful attention to consequences.</p>	<p>The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.</p>	<p>The teacher candidate develops and applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.</p>

*4s as available

*3 excellent use of communication

*4 excellent use of communication

due to individual work stations + demands of student (st/teacher ratio) system for receptive / expressive

Teacher Candidate Observation and Performance Report Rubric

	Reflection Indicators	Developing	Acceptable	Target
1	The teacher candidate describes how s/he made decisions for planning and implementation. 7-Instruction Plan: ICC7S13, 9-Professional: ICC9S1-2	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. (6)
2	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements. 7-Instruction Plan: ICC7S15, 9-Professional: 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. (6)
3	The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. 8-Assessment: ICC8S9, ICC8S1, ICC8S7 9-Professional: ICC9S13	The teacher candidate presents a limited analysis and assessment of student engagement, progress toward meeting the lesson objectives, and classroom management issues and/or inaccuracies exist.	The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.	The teacher candidate clearly and comprehensively analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues with a high level of accuracy. (6)
4	The teacher candidate is aware of how his/her demeanor, and reactions affect the classroom climate and individual students. 9-Professional: 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. (6)
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	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. (6)

Ms. C. demonstrates the highest level reflection. She is very reflective of the classroom's challenges (staying, high autism ratios of students, and behavior issues) and clearly indicates areas for change needed.

Teacher Candidate Observation and Performance Report Rubric

	Professional Behavior Indicators	Developing	Acceptable	Target
1	The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. ICC9S1, ICC9S6, ICC9S7 ICC10S3, ICC10S11	The teacher candidate 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. (H)	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	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. (L)	The teacher candidate is consistently on time and is consistently well prepared. (L)
3	The teacher candidate dresses professionally. ICC9S1	The teacher candidate demonstrates inconsistencies in his/her practice of dressing professionally.	The teacher candidate dresses professionally. (L)	The teacher candidate consistently dresses professionally. (L)
4	The teacher candidate attends, is attentive, and when applicable, takes an active role in other meetings relating to students (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House), ICC10S2-5, ICC10S7, ICC10S10, ICC10K2	The teacher candidate demonstrates inconsistencies in his/her attendance at faculty and other meetings relating to students, and/or s/he is inattentive, and when applicable, does not take an active role in department (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House).	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). (H)	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, parent conferences, inclusion planning meetings, Open House).
5	The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. ICC10K1, ICC10S6-8	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. (H)	The teacher candidate is consistently able to accept constructive feedback and make the highly appropriate adjustments based on that feedback. (L)
6	The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a professional manner. ICC10K3, ICC1K4, ICC1K3	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. (H)	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.

Teacher Candidate Observation and Performance Report Rubric

	Professional Behavior Indicators	Developing	Acceptable	Target
7	<p>The teacher candidate is a thoughtful listener to her students, his/her colleagues, and parents. (considers differences in perspective of family members).</p> <p>10-Collaboration: ICC10K3, ICC10K4, ICC10S9</p> <p>1-Foundations: ICC1K10</p>	<p>The teacher candidate 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.</p>	<p>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. (4)</p>	<p>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.</p>
8	<p>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).</p> <p>10-Collaboration: ICC10S4, ICC10S2, ICC10S1, ICC10S3, ICC10S4</p> <p>3- Ind. Learn Diff: ICC3K3-K4</p>	<p>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.</p>	<p>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. (4)</p>	<p>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.</p>
9	<p>The teacher candidate is a student advocate. (i.e. supports acquisition of student services, using professional standards (procedures, confidentiality, and collaboration)</p> <p>10-Collaboration: ICC10K3, ICC10K1, ICC10S1</p> <p>1-Foundations: ICC1K5</p>	<p>The teacher candidate demonstrate inconsistencies in his/her advocacy of students. The teacher candidate does not support acquisition of student services and/or does not use professionalism in acquisition of services.</p>	<p>The teacher candidate is a student advocate. The teacher candidate supports acquisition of some student services, using professional standards (i.e. procedures, confidentiality, collaboration). (4)</p>	<p>The teacher candidate consistently demonstrates his/her ability to be a student advocate. The teacher candidate supports acquisition of all student services, using professional standards (i.e. procedures, confidentiality, collaboration).</p>

Teacher Candidate Observation and Performance Report Rubric

Technology Indicators	Developing	Acceptable	Target
<p>1</p> <p>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.</p> <p>6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S56-Language: IIC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5</p>	<p>The teacher candidate demonstrates <i>inconsistencies</i> 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, switches, fm systems, electronic technology) to promote student learning and creativity.</p>	<p>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.</p> <p style="text-align: center;">(4)</p>	<p>The teacher candidate consistently designs or adapts <i>highly</i> 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.</p>
<p>2</p> <p>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</p> <p>6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5</p>	<p>The teacher candidate demonstrates <i>inconsistencies</i> 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.</p>	<p>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.</p> <p style="text-align: center;">(3)</p>	<p>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.</p>
<p>3</p> <p>The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology).</p> <p>6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5</p>	<p>The teacher candidate customizes and personalizes a <i>limited number</i> of learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology).</p>	<p>The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology).</p> <p style="text-align: center;">(3)</p>	<p>The teacher candidate consistently customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology).</p>

as available in classroom

Teacher Candidate Observation and Performance Report Rubric

	Technology Indicators	Developing	Acceptable	Target
4	The teacher candidate demonstrates fluency with available technology systems. 6-Language: ICC6S2, ICC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: ICC8S5	The teacher candidate demonstrates inconsistencies in his/her fluency with available technology systems.	The teacher candidate demonstrates fluency with available technology systems. 3	The teacher candidate consistently 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. 6-Language: ICC6S1	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. 4	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. 5-Learn Environ: IIC5S2	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. 3	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). 5-Learn Environ: IIC5S2	The teacher candidate demonstrates inconsistencies in his/her fluency with available technology (if applicable).	The teacher candidate demonstrates fluency with available technology (if applicable). 3	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

