

**Severe Disabilities  
Lesson Plan and  
Teacher Candidate Observation and  
Performance Rubric**

**Example: TARGET**

## Lesson Plan # 2 Cricket Comprehension

### Description of the Lesson:

In this lesson the small group of students will answer comprehension questions about the story "The Cricket in Times Square". The two days prior to this lesson the students read/listened to the book and during this lesson the students will complete 9 questions about the book. The teacher will read the question to the group and the students will answer independently by using a bingo marker to put a dot on what they think the correct answer is. The students will have the opportunity to look back into the book to help them answer the comprehension questions.

### Early Learning Standards (RIELS) Addressed:

- RIELS- Literacy: Early Writing- Begin to print letters in own name.
- RIELS- Literacy: Early Reading- Show increasing ability to discriminate and identify the sounds of language.
- RIELS- Literacy: Book Knowledge and Appreciation- Listen to and talk about a variety of types of literature.
- RIELS- Literacy: Comprehension- Retell parts of a story with prompts.

*OR ASSES*

### Materials/Adaptive Equipment/Assistive Technology Necessary for the lesson:

- Cricket comprehension worksheets made with Boardmaker
- Projector
- Computer with PowerPoint presentation with the book "The Cricket in Times Square"
- Hard copy of the book "The Cricket in Times Square"
- Pencils
- Bingo markers

### Position the students will be in during the lesson:

Student's Name	Position/Equipment	Staff Responsible for Student's Position/Involvement
1. Sofia	The lesson will take place at the back table; she will be sitting in a chair. This student will sit to the right. She is able to sit in the chair appropriately and independently.	Student Teacher
2. Hailey	The lesson will take place at the back table; she will be sitting in a chair. This	Student Teacher

	student will sit in the middle. She is able to sit in the chair appropriately and independently.	
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**Description of the Lesson**

**Prerequisite Skills:**

This lesson is part of a unit, so the students need to have read the book "The Cricket in Times Square". The students will have to have read this book because they are going to be answering comprehension questions about this book. The students will also need to know or identify a cricket, mouse, and a cat. They will need to identify these animals because they are the main characters in the book. The students will need to have some prior knowledge about a city versus the country or an urban setting versus a rural setting. This has to do with the setting of the book. The students will need to be able to act appropriately throughout the lesson, and follow all the rules.

<b>Beginning/Introduction</b>	The lesson will begin with the students being called over to the back table. Each student will be called over separately so that there isn't confusion. Students will be directed to sit in specific seats. They have to sit in assigned seats because some students are distracting to others.
<b>Reviewing Rules</b>	The group of students will review the classroom rules with the teacher before beginning the academics of the lesson.
<b>Review Book and Prior Lessons</b>	The lesson will begin with the group reviewing and discussing the book that they read the day before. The students will discuss the main characters, what happened in the book, and how the story ended. The students will review what a cricket, cat, and mouse looks like. The students with prompting from the teacher will discuss the setting of the book.

<b>Introduction of Activity- Cricket Comprehension</b>	The teacher will introduce and explain the activity that the group will be doing. The teacher will explain to the students that they will be answering question about the book they read yesterday. The teacher will explain to the students that she will help read the questions to the students and then they will have to answer the question. The teacher will explain to the students that they will be able to use the book as a resource and look back to find an answer.
<b>Activity- Cricket Comprehension</b>	The teacher will instruct the students to put their names on the top of the paper. Hand over hand will be used to assist two students who have difficulty writing. The teacher will read each question out loud for the students asking the students to read any site words that they may know. After the question is read the students will discuss what answer they think is correct. If the students have a question then they can look back in the book to help them answer the question. After the student feels they have the correct answer they will mark it using a bingo marker.
<b>End</b>	The lesson will end with the teacher reviewing the answers to the comprehension questions. The teacher will then discuss their activity for the next day. The teacher will then transition the students back to their desks.

Student's Name	IEP objective focus for that student (be specific including criterion for this lesson)
Sofia	<p><b>Schedule item/symbol used by this student for this lesson is:</b>  All the students are verbal and if you tell them that it is time for reading then they are able to adjust appropriately. My cooperating teacher does have a schedule but rarely uses it. If the students had an individual schedule then I would most likely use the following:</p> <div style="text-align: center;">  </div> <p style="text-align: center;">It's Time for Reading ----- Cricket</p> <p>These pictures will tell the student that it is time for reading and that we will be doing a lesson about "The Cricket in Times Square".</p> <p><b>Academic IEP objective (Math, Reading, Writing, Science):</b>  Reading  Target Performance:</p> <ul style="list-style-type: none"> <li>• Will be successful generalizing the use of pictures and or objects as presented in the school curriculum theme units, to identify their meaning when asked.</li> </ul> <p>Goals:</p> <ul style="list-style-type: none"> <li>• Sofia will identify pictures and or objects by choosing from a group of three during two daily curriculum activities, with 60% success.</li> </ul> <p><b>Modifications (materials, activity, environmental) made for this student:</b>  There were several modifications made for this student. First the book was modified by the Sherlock Center. The book "The Cricket in Times Square" was broken down. They used pictures to help tell the story. The comprehension questions that were created for this student were made using Boardmaker. The questions were written using pictures to help the student understand them. The questions are also written out using words but the students respond better to the pictures. This group of students are able to read some site words but are still learning to read fluently. This lesson has also been modified so that it is in a small group setting so that the students get the individual assistance that they need.</p> <p><b>Measurement: (what data will you take to know you have reached your objective?)</b>  This assessment will be measured by the amount of answers the student gets correct. This assessment is helpful to see if the student responded to the book and if they remember the important aspects of the book. If the student gets 80% correct then they accomplished the objective successfully. For this particular student I expect her to be able to complete this assignment with about 60% accuracy.</p>

*Three represent  
of symbols used*



Hailey

**Schedule item/symbol used by this student for this lesson is:**

All the students are verbal and if you tell them that it is time for reading then they are able to adjust appropriately. My cooperating teacher does have a schedule but rarely uses it. If the students had an individual schedule then I would most likely use the following:



It's Time for Reading ----- Cricket

These pictures will tell the student that it is time for reading and that we will be doing a lesson about "The Cricket in Times Square".

**Academic IEP objective (Math, Reading, Writing, Science):**

Reading-

Target Performance:

- Applies word identification and decoding strategies by demonstrating a basic understanding of how letters of phonetically regular words (going left to right) represent their sounds.
- In written narrative, she will organize and relate a story line/plot/series of events by creating an understandable story line, when given a structure.

Goal:

- Hailey will demonstrate appropriate comprehension of the stories she reads or hears in the classroom. She will demonstrate comprehension through oral retelling and written response as appropriate.
- Hailey will draw a picture and write a story that correlates to that picture 4 out of 5 trials.

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

There were several modifications made for this student. First the book was modified by the Sherlock Center. The book "The Cricket in Times Square" was broken down. They used pictures to help tell the story. The comprehension questions that were created for this student were made using Boardmaker. The questions were written using pictures to help the student understand them. The questions are also written out using words but the students respond better to the pictures. This group of students are able to read some site words but are still learning to read fluently. This lesson has also been modified so that it is in a small group setting so that the students get the individual assistance that they need.

**Measurement:**

This assessment will be measured by the amount of answers the student gets correct. This assessment is helpful to see if the student responded to the book and if they remember the important aspects of the book. If the student gets 80% correct then they accomplished the objective successfully. For this particular student I expect her to be able to complete this assignment with at least 80% accuracy.

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 Deel

Cooperating Teacher's Name: Gina Hoover tmhoover1@verizon.net

Grade Level/Content Area Assignment: Elementary Primary

Cooperating School District/School: \_\_\_\_\_

Person Completing This Observation (Check one):

Cooperating Teacher  Supervising Professor

Date: 2/15/11

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 Deel  
College Professor/Cooperating Teacher's Signature

2/15/2011  
Date

\_\_\_\_\_  
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 consistently 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. <b>6</b>
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. <b>5</b>
3	The lesson plan objectives are aligned with GLEs, GSEs, AAGSEs, RIELS 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. <b>6</b>
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, IIC2K23, IIC3K1, IIC3K3, IIC7S4, IIC7S2, ICC7K4, ICC7S11, ICC6K1, ICC6K1, IIC6K2	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	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. <b>5</b>
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; IIC6K2, IIC6S1-2; IIC7S4, ICC7K4, ICC7S11, ICC1K4, ICC1K1, IIC1K6	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, problem-solving, communication/language, culture) to provide meaningful instruction in least restrictive environments (school, community, vocational). <b>5</b>
6	The lesson design demonstrates an accurate understanding of content. 7-Instruct. 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. <b>5</b>
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, IIC4S3, ICC7K2, ICC7S14, IIC7S1, IIC7S7, IIC7S8, 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. <b>5</b>

*Use of computer to engage students was very effective*



## 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). 3-1nd 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).	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-Instl 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.	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.	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) 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.	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, ICC4K1	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 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	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

*Handwritten notes:*  
 #2 The physical set up worked for this group. Be aware that other groups may not work for other groups nearby spec.  
 #4

## Teacher Candidate Observation and Performance Report Rubric

4	<b>ACTION: Implementation Indicators</b> 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) ICC455, ICC5K3, ICC7512	<b>Developing</b> The pace of the lesson and/or intensity of content do not match student learning needs.	<b>Acceptable</b> 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.	<b>Target</b> 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 technology, electronic technology, Graphic organizers). ICC6K4, ICC6S3, ICC6K1 ICC7S13, ICC7S1, ICC7S5	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 student's 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 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.
6	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	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 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 and prompting methods that match student culture, sensory, tactile, kinesthetic learning needs). ICC6S1, ICC6K1-K2, ICC7S8	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. ICC7S15, ICC8S5	The teacher candidate demonstrates limited analysis of formative assessment, resulting in few modifications.	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.

good summary at the end of the lesson to review main concepts

# Teacher Candidate Observation and Performance Report Rubric

Consistent with age - 9 year  
intended Target

	ACTION: Content Indicators	Developing	Acceptable
1	The content of the lesson is significant and worthwhile/ecologically based. ICC75A, 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 prioritized, 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. ICC7S1-52, ICC7S6	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 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. ICC7S1	Students are not engaged in the content 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. ICC7S2	The teacher candidate provides content which is inaccurate.	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) ICC7S6, 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 and considers home factors, family perspectives, regional considerations, and cultural perspectives in making the connections. <i>As a modified even #1 further than modified</i>
	ACTION: Climate Indicators	Acceptable	Target text D.N.S.W.
1	The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. ICC5S7	The teacher candidate demonstrates strained relationships with his/her students	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 difference, family differences, learning differ) ICC5S13-14, ICC5S8B	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 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.) ICC4S2, ICC4K2, ICC5S10-11, ICC5S3-4, ICC5S5, ICC5S6-7, ICC5S9	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 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 (CC5S1, CC5K4)	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 (using positive behavior and intervention systems-PBIS) (IC1K7, 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.	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) (CC5K1; ICC1K9)	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, physical abilities, level of responsiveness due to health issues) (IC5K1, IC5K3; IIC6K1)	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.

A
4
4
4

Nice support with students and coop. teacher.  
 A only 2 students

## Teacher Candidate Observation and Performance Report Rubric

	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, physical structure, and sensory integration to prepare students for the learning task) IIC1K7; ICC52; IIC5511; IIC559; ICC651; IIC6K2	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. <span style="float: right;">H</span>	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 hearing needs and level of communication understanding, addressing problems/attention needs in a constructive way.) IIC1K8; ICC55; IIC5510	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. <span style="float: right;">H</span>	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 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	Class time is minimally devoted to academic tasks.	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. <span style="float: right;">H</span>	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.
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. ICC5510	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. <span style="float: right;">H</span>	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. ICC456; ICC5512; ICC651	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. <span style="float: right;">H</span>	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. IIC1K8; IIC1K7; ICC556	The teacher candidate 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. <span style="float: right;">H</span>	The teacher candidate develops and applies a set of fair classroom rules, and behavioral interventions are based on logical consequences

## 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. <b>3</b>
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. <b>4</b>	The teacher candidate clearly and comprehensively discusses the strengths and weaknesses of the lesson and generates highly appropriate ideas for possible improvements. <b>5</b>
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. <b>5</b>
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. <b>6</b>
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. <b>5</b>



## Teacher Candidate Observation and Performance Report Rubric

Professional Behavior Indicators	Developing	Acceptable	Target
<p><b>1</b> The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. ICC9S1, ICC9S6, ICC9S7, ICC10S3, ICC10S11</p>	<p>The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with a limited level of courtesy, respect, and honesty.</p>	<p>The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. <b>4</b></p>	<p>The teacher candidate consistently treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with a high level of courtesy, respect, and honesty.</p>
<p><b>2</b> The teacher candidate is on time and is prepared. ICC9S1</p>	<p>The teacher candidate demonstrates inconsistencies in his/her ability to be on time and be prepared.</p>	<p>The teacher candidate is on time and is prepared.</p>	<p>The teacher candidate is consistently on time and is consistently well prepared.</p>
<p><b>3</b> The teacher candidate dresses professionally. ICC9S1</p>	<p>The teacher candidate demonstrates inconsistencies in his/her practice of dressing professionally.</p>	<p>The teacher candidate dresses professionally. <b>5</b></p>	<p>The teacher candidate consistently dresses professionally.</p>
<p><b>4</b> 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, ICC10S7, ICC10S10, ICC10K2</p>	<p>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).</p>	<p>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). <b>4</b></p>	<p>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).</p>
<p><b>5</b> The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. ICC10K1, ICC10S6-8</p>	<p>The teacher candidate demonstrates inconsistencies in his/her ability to accept constructive feedback and make the appropriate adjustments.</p>	<p>The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. <b>4</b></p>	<p>The teacher candidate is consistently able to accept constructive feedback and make the highly appropriate adjustments based on that feedback. <b>6</b></p>
<p><b>6</b> 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</p>	<p>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.</p>	<p>The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a professional manner. <b>4</b></p>	<p>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.</p>

## 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 all interactions with others.</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.</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).</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
<b>1</b>	<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, ICC6S3, ICC6K4                      7-Instruct Plan: ICC7K4                      8-Assessment: ICC8S56-Language: ICC6S2, ICC6S3, ICC6K4                      7-Instruct Plan: ICC7K4                      8-Assessment: ICC8S5</p>	<p>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, 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>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.</p>
<b>2</b>	<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, ICC6S3, ICC6K4                      7-Instruct Plan: ICC7K4                      8-Assessment: ICC8S5</p>	<p>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.</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>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>
<b>3</b>	<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, ICC6S3, ICC6K4                      7-Instruct Plan: ICC7K4                      8-Assessment: ICC8S5</p>	<p>The teacher candidate customizes and personalizes a limited number 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>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>

6) in preparing materials  
 use of computer in instruction and

6) reported in all content areas - observed in teaching

## Teacher Candidate Observation and Performance Report Rubric

Technology Indicators	Developing	Acceptable	Target
<p><b>4</b> The teacher candidate demonstrates fluency with available technology systems.</p> <p>6-Language: ICC6S2, ICC6S3, ICC6K4</p> <p>7-Instruct Plan: ICC7K4</p> <p>8-Assessment: ICC8S5</p>	<p>The teacher candidate demonstrates <i>inconsistencies</i> in his /her fluency with available technology systems.</p>	<p>The teacher candidate demonstrates fluency with available technology systems.</p>	<p>The teacher candidate <i>consistently</i> demonstrates fluency with available technology systems.</p> <p style="text-align: center;"><b>5</b></p>
<p><b>5</b> The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.</p> <p>6-Language: ICT6S1</p>	<p>The teacher candidate demonstrates <i>inconsistencies</i> 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.</p>	<p>The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.</p>	<p>The teacher candidate <i>consistently</i> communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats</p> <p style="text-align: center;"><b>4</b></p>
<p><b>6</b> 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.</p> <p>5-Learn Environ: ICC5S2</p>	<p>The teacher candidate demonstrates <i>inconsistencies</i> 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.</p>	<p>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.</p>	<p>The teacher candidate <i>consistently</i> models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.</p> <p style="text-align: center;"><b>5</b></p>
<p><b>7</b> The teacher candidate demonstrates fluency with available technology (if applicable).</p> <p>5-Learn Environ: ICC5S2</p>	<p>The teacher candidate demonstrates <i>inconsistencies</i> in his/her fluency with available technology (if applicable).</p>	<p>The teacher candidate demonstrates fluency with available technology (if applicable).</p>	<p>The teacher candidate <i>consistently</i> demonstrates fluency with available technology (if applicable).</p> <p style="text-align: center;"><b>5</b></p>

## 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

**Student work produced during lesson**

**Demonstrates modifications developed to  
capture student performance**

Name S.

Date

2/15/11



## Cricket Comprehension



1. Where does Mario work?

store



Newspaper stand



hospital



2. Where is Times Square?

city



country

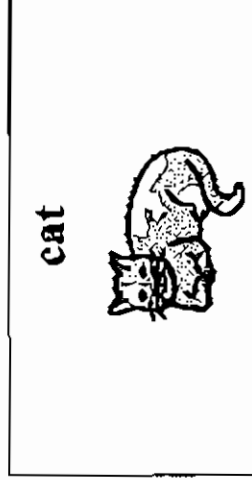


beach

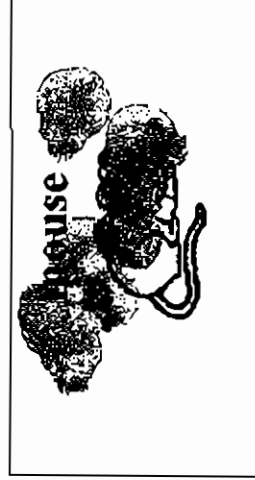




### 3. What is Chester?



### 4. What is Tucker?

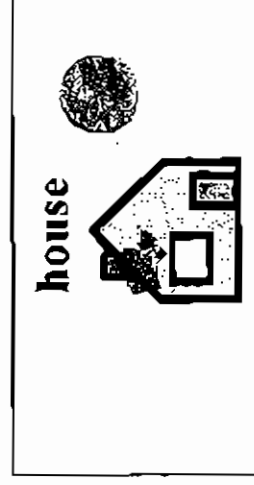
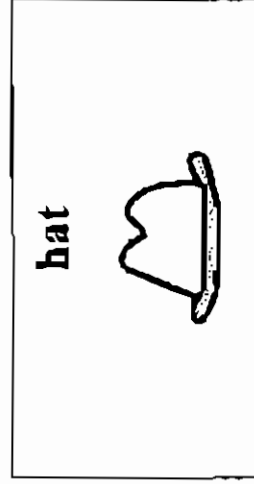
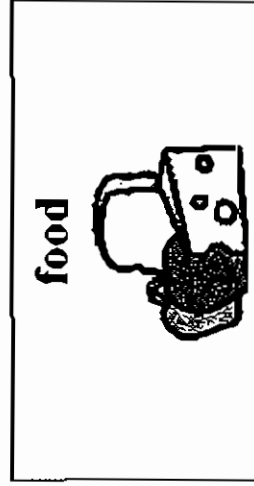




5. What can Chester do?

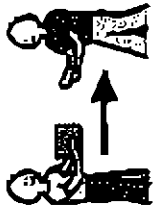
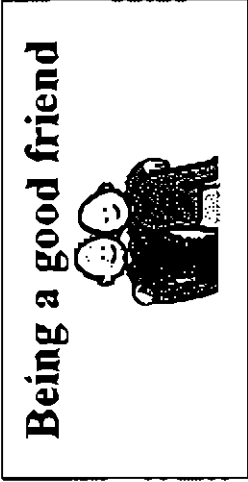
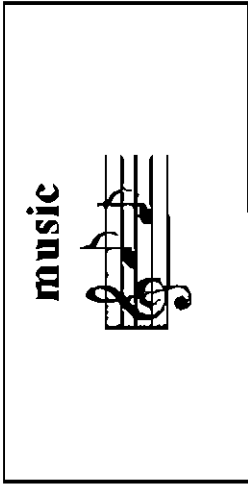


6. Mario and Chester went to Chinatown to get Chester a ...

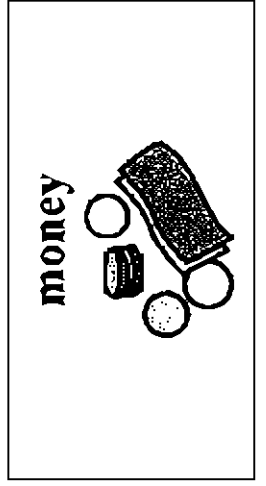
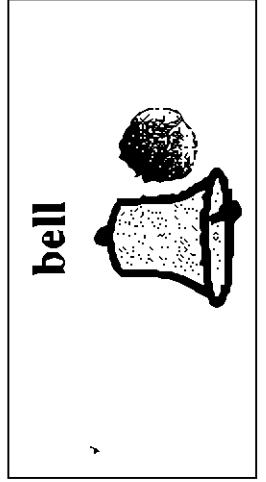
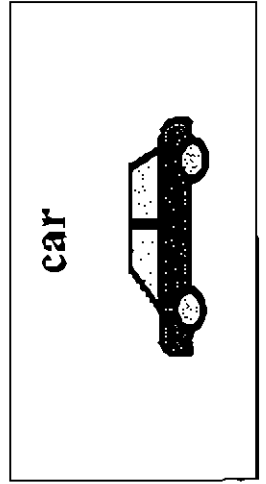




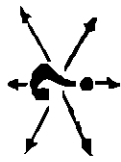
7. Why did Chester become famous?



8. What did Tucker give Chester?







9. Where did Chester go home to?



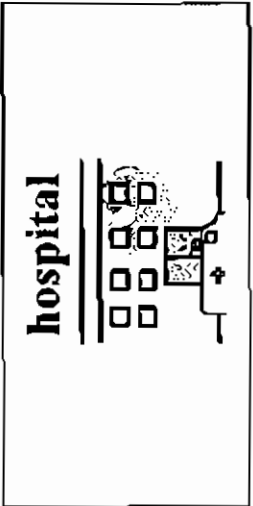
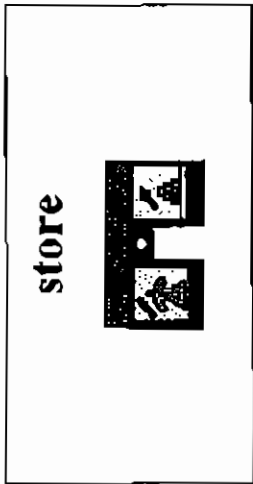
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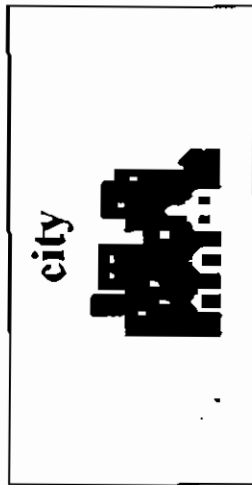
## Cricket Comprehension



1. Where does Mario work?

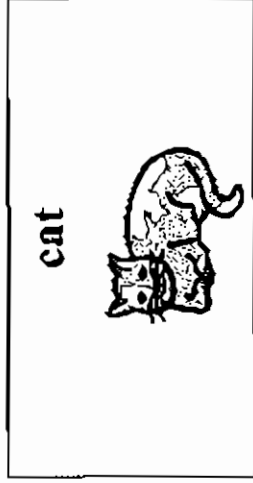


2. Where is Times Square?

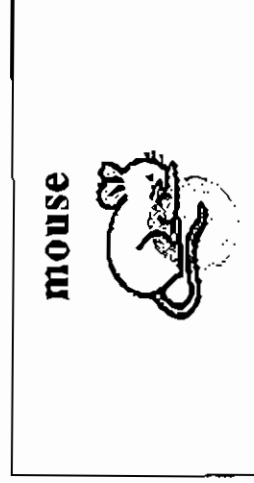




3. What is Chester?



4. What is Tucker?

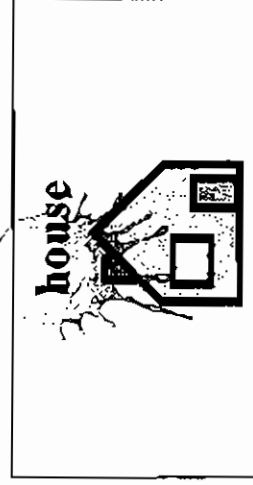
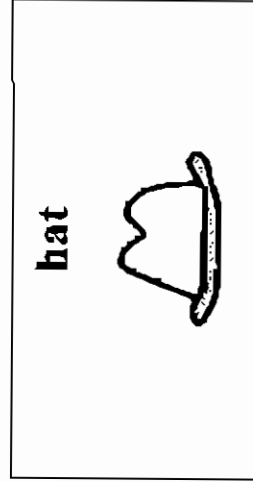
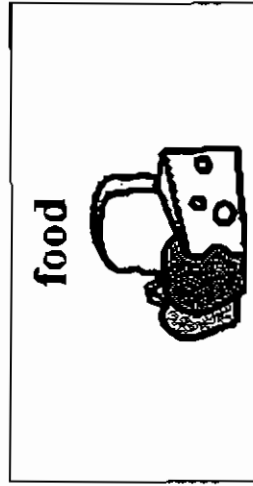


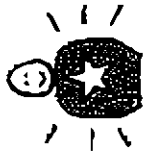


5. What can Chester do?

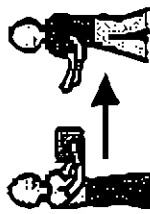
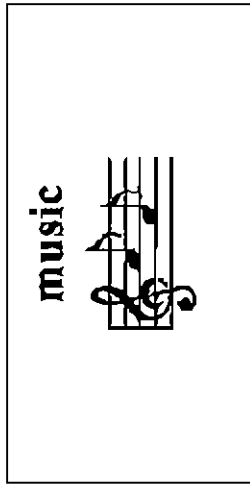


6. Mario and Chester went to Chinatown to get Chester a ...

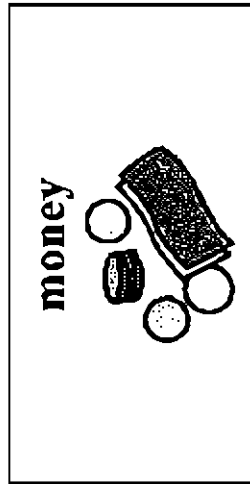
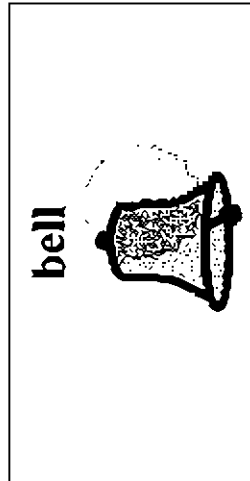
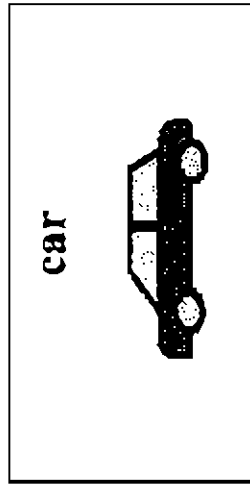




7. Why did Chester become famous?



8. What did Tucker give Chester?





9. Where did Chester go home to?

The country



The beach



Outer space

