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

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

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

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

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

The TCOPR relates most directly to the following Council for Exceptional Children Standards #2-10. Each standard is described below and aligned with TCOPR indicators in table format following section d.

CEC STANDARD 2: Development & Characteristics of Learners:

How assessment aligns with CEC Standard #2: The TCOPR requires teacher candidates to *use knowledge to respond to the varying abilities and behaviors of their students' exceptional learning needs*. One of the outcomes of the TCOPR is to document how well teacher candidates plan for the development and characteristics of their learners throughout student teaching. Lesson plans are developed and the lesson presented and evaluated using the TCOPR under the PLANNING section. Lesson plans in integrated settings address the similarities and differences of individuals with severe disabilities (ICC2K5-6) to provide lessons based on age-appropriate, general curriculum. Students with medical needs (ICC2K7, IIC2K3) are considered in planning the timing of lessons around health interventions and medications. The characteristics and effects of the cultural and environmental milieu of the individuals with severe disabilities are considered in lesson plan development (ICC2K3) in students' background knowledge and prerequisite skills (experiences, language). The lesson plan must include modifications of instruction, materials, written language to match student challenges that impact students with sensory impairments, physical and health exceptional learning needs (IIC2K2). The aspect of the standard is assessed primarily under TCOPR section: PLANNING.

CEC STANDARD 3: Individual Learning Differences:

How assessment aligns with CEC Standard #3: The TCOPR documents how well teacher candidates plan lessons that are *responsive to learner differences and require individualized instruction*. Teacher candidates understand how contextual factors, such as *language, culture, and familial backgrounds interact with students' exceptional learning needs and impact academic, social and career options*. Thus, one of the outcomes of TCOPR is to document how well teacher candidates plan for individual learning differences as they design developmentally appropriate instruction for students with multiple disabilities (IIC3K3), medical challenges (IIC3K1) in addition to cultural (ICC3K3 and ICC3K4) and social challenges (ICC3K2). The aspect of the standard is assessed primarily under TCOPR section: PLANNING.

CEC STANDARD 4: Instructional Strategies:

How assessment aligns with CEC Standard #4: The TCOPR documents a teacher candidate's ability to employ instructional strategies to teach lessons that encourage critical thinking, problem solving, and performance skills. Teacher candidates must *select, adapt and use instructional strategies to promote positive learning results* for students with exceptional learning needs. Effective instructional strategies that promote learning for students with severe profound disabilities include strategies that incorporate instructional materials that match the students' level of understanding and need for generalization across settings (ICC4S3, ICC4S2, ICC4S1, and ICC4S4). Providing students concrete feedback on their behavior and learning, and guiding them using evidence based practice (IIC4S3, IIC4S5, ICC4S2, ICC4K1) is another area of candidate evaluation on the TCOPR. Additional assessment that evaluates a teacher candidate's ability to access specialized materials (IIC4K1), and resources (IIC4K4) are also assessed. Standard 4 is assessed primarily under report sections: PLANNING (for selection of instructional strategies) and ACTION : Implementation, Climate, and Management sections.

CEC STANDARD 5: Learning Environments & Social Interactions

How assessment aligns with CEC Standard #5: The TCOPR is used to evaluate a teacher candidate's ability to create learning environments that promote *active engagement* (with physical positioning (IIC5S7, IIC5S8), accommodations for sensory integration needs (IIC5S11), and participation that promote meaningful involvement and effective communication (ICC5K4, IIC5S2) *and value diversity and encourage independence* (ICC5S13-14), Teacher candidates must employ varied techniques that *motivate* and/or provide appropriate *intervention* that foster involvement/*integration* of students with exceptional learning needs. Teacher candidates employ effective classroom management strategies that promote positive feedback, (IIC5S5, ICC5S10, ICC5S11, ICC5S7, ICC5S6) and modify instruction based on student performance (IIC5S6, IIC5C3). One of the outcomes of the TCOPR is to document the candidate's skill in creating positive learning settings and bettering social interactions. The aspect of the standard is assessed primarily under report sections: ACTION: Climate and Management sections.

CEC STANDARD 6: Language

How assessment aligns with CEC Standard #6: The TCOPR documents teacher candidate's skill in selecting technical resources (augmentative communication devices and supports) ((ICC6S1-S2) in lesson planning to consistent with student communication, language, and learning needs. In lesson implementation, teacher candidates uses communication consistent with student understanding, language development (ICC6K4, ICC6K2, ICC6S2) and type of communication (augmentative communication, IIC6S3, ICC6K4) to promote student learning (ICCIIC6K1). Teacher candidates also consider student communication in supporting their social/behavioral understanding (IIC6K2, ICC6S1, IIC6K1).
Aspects of Standard 6 is assessed under report sections: PLANNING, ACTION: Implementation, Management.

CEC STANDARD 7: Instructional Planning

How assessment aligns with CEC Standard #7: The TCOPR documents teacher candidate's skill in instructional planning and implementation of lessons taught. Teacher candidates present content in a scope and sequence consistent with general education (IIC7S2), but modified with input from team members to meet the level of understanding of the students (ICC7K2, ICC7S1, ICC7S2, ICC7S1). Teacher candidates develop lesson *goals and objectives based on the student's abilities/needs, the learning environment, social and communication needs, and cultural/linguistic factors* (ICC7S10, ICC7S6, ICC7S8, ICC7S1, ICC7S7). Teacher candidates adapt materials (ICC7S11, ICC7S9) and instructional procedures (ICC7S12, IIC7S2), uses communication consistent with student needs. Teacher candidates evaluate students to modify instruction (ICC7S15, ICC7S4-S5). Clinical supervisors observe lessons, and provide feedback about teaching so that ongoing planning occurs in a *collaborative context* (ICC7S2). Lessons are taught with strong suggestion to incorporate *appropriate technologies* when possible and when appropriate to student needs (ICC7S9). The aspect of the standard is assessed under report section: ACTION: Implementation and Content

CEC STANDARD 8: Assessment.

How assessment aligns with CEC Standard #8: In order to teach lessons/units to students, teacher candidates must select and/or develop and conduct *multiple forms of formal and informal assessment* data (both formative and summative) (ICC8S1, ICC8S2, ICC8S3(as appropriate to assessment), ICC8S4) to help *identify exceptional learning need*, *develop/implement individualized instruction*, *regularly monitor student's progress, and adjust instruction* accordingly to address student's exceptional learning needs (ICC8S9, IIC8S3, IIC8S4, ICC8S6). Candidates are continually guided *by*

legal/ethical principles and *best theory/practice* as they *make decisions* about *meaningful nonbiased assessments* for their students. Aspects of the standard are assessed primarily under report sections: PLANNING, and ACTION: Implementation, Management

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CEC STANDARD 9: Professional and Ethical Practice.

How assessment aligns with CEC Standard #9: In the TCOPR, teacher candidates engage in important *professional activities that benefit individuals with exceptional learning needs, their families, and their own professional growth* as they teach lessons/units (ICC9S2-S8, ICC9S12). Student teaching requires students to project a professional image and *regularly reflect upon/adjust their practice* to effect student's progress (ICC9S1-S2). All communication (verbal, non-verbal, and written) must convey strength-based language, and conform to all professional conventions (ICC9S8, ICC9S2). Attention to *legal/ethical* matters is critical throughout student teaching as well (ICC9S3). Teacher candidates continually engage in reflection of their teaching (ICC9S11), to continually improve on their practice and develop the highest education and quality of life opportunities (ICC9S5). Aspects of the standard are assessed under report sections: REFLECTION, PROFESSIONAL BEHAVIOR.

CEC STANDARD 10: Collaboration:

How assessment aligns with CEC Standard #10: Teacher candidates must effectively collaborate with *families, colleagues, and other related service providers/personnel in culturally responsive ways* (ICC10S2, ICC10S3, ICC10S4) through their active involvement in family-school collaboration in IEP meetings (ICC10S5). Teacher candidates involves referral agencies during the referral, assessment and service provision (as applicable) to students transitioning from EI services, utilizing home-based support, and transitioning to adult services (IIC10K3). *C*linical supervisors assess the candidate's ability to serve as a collaborative *resource to their colleagues* as they must develop constructive relationships with colleagues (other teachers, related service personnel, paraprofessionals, other support staff) to better meet the needs of students with exceptional learning needs (ICC10S7, ICC1S10, ICC10S3, ICC10S9,ICC10S11). Aspects of the standard are assessed under report sections: PROFESSIONAL BEHAVIOR.

c. A brief analysis of the data findings;
Spring 2010 and Fall 2010: Since the TCOPR was implemented (Spring 2010), data on candidates' performance on TCOPR was collected for candidates in the **B.S. in Severe Disabilities**. Data from this time period indicated that *all* students either achieved the acceptable or target level on the overall assessment rating, and students similarly achieved acceptable or target on all rubric indicators. Teacher candidates are provided formalized feedback a total of six times throughout their placement. The data reports the final evaluations.

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

Candidates' must readily demonstrate their ability to understand and respond to the needs of individuals with exceptional learning needs. The table that follows indicates the depth and breadth of opportunities for each teacher candidate to demonstrate their skills in meeting key CEC standards.

Relative strengths of teacher candidates were noted in:
- Identifying content that is meaningful and worthwhile and matches student abilities (CEC 7)
- Incorporating strategies and resources into lessons to engage students at a meaningful level (CEC 4, 7)
- Working collaboratively with school professionals and parents to develop high quality programs (CEC 9)
- Demonstrating professionalism in action, communication, and performance (CEC 9)

Department of Special Education: FSEHD Teacher Candidate Observation and Progress Report (TCOPR)
Alignment to CEC Individualized Independence Standards
Evaluation Rubric follows table

	Planning Indicators	CEC Individualized Independence Standards
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).	7-Instructional Plan: ICC7S9, ICC7S10
2	Lesson objectives are measurable and observable.	7-Instructional Plan: ICC7S6
3	The lesson plan objectives are aligned with GLEs, GSEs, AAGSEs, RIELS standards of general education	7-Instructional Plan: ICC7S1, ICC7K3 1- Foundations: ICC1K3, ICC1K1
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).	2-Dev/Char of Learners: ICC2K5-6, ICC2K7, IIC2K2 3-Ind Learn Dif IIC3K1,IIC3K3 7-Instructional Plan: IIC7S4, IIC7S2 , ICC7K4, ICC7S11 6-Language: ICC6K1, IIC6K1, IIC6K2
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.	2-Dev/Char of Learn: ICC2K2; 4-Instr. Strat: ICC4S2 6-Language: IIC6K2, IIC6S1-2 7-Instructional Plan: IIC7S4, ICC7K4, ICC7S11 1-Foundations: ICC1K4, ICC1K1, IIC1K6
6	The lesson design demonstrates an accurate understanding of content.	7-Instructional Plan: ICC7K2
7	The lesson is designed to engage students in meaningful instructional tasks related to content. (i.e. plans for appropriate behavior, communication, social learning, within context of academic learning.)	4-Instr. Strat: ICC4S3, ICC4S5,IIC4S3 7-Instructional Plan: ICC7K2, ICC7S14, IIC7S1, IIC7S7, IIC7S8 6-Language: ICC6S1
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, IIC3K2-3 7-Instructional Plan: IIC7S5, ICC7S7 6-Language: ICC6K4, IIC6S3
9	Formative and/or summative assessments are aligned with objectives (i.e., lesson includes a data collection system/task analysis that assesses identified lesson objectives).	7-Instructional Plan: ICC7S4, ICC7S5 ICC7S6 8-Assessment: ICC8S4,ICC8S8, IIC8S6
10	The lesson incorporates flexibility and plans for re-teaching and/or extension, if needed (i.e., skills generalize to other routines.)	7-Instructional Plan: ICC7S13

		ACTION: Implementation Indicators	CEC Individualized Independence Standards
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)	7-Instructional Plan: ICC7S9, IIC7S1, ICC7S5
2		The teacher candidate attends to individual student needs, including learning and behavioral issues. (i.e. considers effective use of paraeducators, peers, and other related service to provide support)	7-Instructional Plan: ICC7K5, IIC7S3, ICC7S2, ICC7S9, ICC7S11 1-Foundations: ICC1K4 4- Instruct. Strategies: ICC4K1, IIC4K1
3		The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.	6-Language: ICC6K4, IIC6S3 7-Instructional Plan:IIC7S5
4		The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. (i.e. pace, intensity of content, and instructional supports to assist learning)	4-Instr. Strat: IIC4S5 5-Learn Env: ICC5K3 7-Instructional Plan: ICC7S12
5		The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assistive technologies, electronic technology).	6-Language: ICC6K4, IIC6S3, IIC6K1 7-Instructional Plan: ICC7S13, IIC7S1, IIC7S5
6		The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.	7-Instructional Plan: ICC7S15, ICC7S4-5, 8-Assessment: IIC8S2-4, ICC8S6
7		The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (i.e., uses communication and prompting methods that match student culture, sensory, tactile/kinesthetic learning needs).	6-Language: ICC6S1, IIC6K1-K2 7-Instructional Plan: ICC7S8
8		The lesson is modified as needed based on formative assessment within the lesson.	7-Instructional Plan: ICC7S15 8-Assessment: ICC8S5

		ACTION: Content Indicators	CEC Individualized Independence Standards
1		The content of the lesson is significant and worthwhile/ecologically based.	7-Instructional Plan: ICC7S1, ICC7K2
2		The content of the lesson is appropriate for the developmental levels of the students in this class.	7-Instructional Plan: ICC7S1-S2, ICC7S6
3		Students are intellectually engaged with important ideas relevant to the focus of the lesson.	7-Instructional Plan: ICC7S1
4		The teacher candidate provides accurate content information and displays an understanding of important concepts.	7-Instructional Plan: ICC7S2
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)	7-Instructional Plan: IIC7S6, IIC7K1 1-Foundations: ICC1K10, IIC1K1, ICC1K4

		ACTION: Climate Indicators	CEC Individualized Independence Standards
1		The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc.	5-Learn Env: ICC5S7
2		There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ)	5-Learn Env: IICC5S13-14, ICC5SK8
3		Active participation of all is encouraged and valued. (i.e., identifying realistic expectations, behavioral and/or physical supports, and feedback that match student learning needs.)	4- Instr Strat: ICC4S2,IC4K2 5-Learn Env: ICC5S10-11, ICC5S3-4, IIC5S5, IIC5S6-7, ICC5S9
4		The teacher candidate's language and behavior clearly demonstrate that s/he is approachable, sensitive, and supportive to all students.	5-Learn Env: ICC5S1, ICC5K4 6-Language: IIC6K1
5		The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions (using positive behavior and intervention systems-PBIS)	4-Instr Strat: ICC4K1 5-Learn Env: ICC5S1, ICC5S11, ICC5K5; 1- Foundations: IIC1K7, IC1K10
6		Intellectual rigor, constructive criticism, and the challenging of ideas are evident. (high expectations to match student abilities)	5-Learn Env: ICC5K1 1- Foundations: ICC1K9
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)	5-Learn Env: IIC5K1, IIC5K3 6-Language: IIC6K1

		ACTION: Classroom Management Indicators	CEC Individualized Independence Standards
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)	5-Learn Env: ICC5S2, IIC5S11, IIC5S9 6-Language:ICC6S1, IIC6K2 1- Foundations: IIC1K7
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.)	5-Learn Env: ICC5S5, IIC5S10 1- Foundations: IIC1K8
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)	5-Learn Env: IIC5K4
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.	5-Learn Env: ICC5S10
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.	6-Language: ICC6S1; 4-Instr. Strat: ICC4S6; 5-Learn Env: ICC5S12
6		The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.	5-Learn Env: ICC5S6 1-Foundations: IIC1K8; IIC1K7

	Reflection Indicators	CEC Individualized Independence Standards
1	The teacher candidate describes how s/he made decisions for planning and implementation.	7-Instruct Plan: ICC7S13, 9-Professional: ICC9S1-2
2	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.	7-Instruct Plan: ICC7S15, 9-Professional: ICC9S11
3	The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.	8-Assessment: ICC8S9, IIC8S1, ICC8S7 9-Professional: ICC9S13
4	The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.	9-Professional: ICC9S8-9
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

	Professional Behavior Indicators	CEC Individualized Independence Standards
1	The teacher candidate treats her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.	9-Professionalism: ICC9S1, ICC9S6, ICC9S7 10-Collaboration: ICC10S3, ICC10S11
2	The teacher candidate is on time and is prepared.	9-Professionalism: ICC9S1
3	The teacher candidate dresses professionally.	9-Professionalism: ICC9S1
4	The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House).	9-Professionalism: IIC9S2, ICC9S4 10-Collaboration: ICC10S2-5, ICC10S7, ICC10S10, ICC10K2
5	The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.	10-Collaboration: ICC10K1 ICC10S6-8
6	The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessions) and independent work in a professional manner.	10-Collaboration: IIC10K3 1-Foundations: ICC1K4, ICC1K3
7	The teacher candidate is a thoughtful listener to her students, her colleagues, and parents. (considers differences in perspective of family members).	10-Collaboration: ICC10K3, ICC10K4, ICC10S9 1-Foundations: ICC1K10
8	The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. (i.e. uses information an d perspectives from others to plan and adjust student educational planning).	10-Collaboration: ICC10S4, ICC10S2,IIC10S1, ICC10S3, ICC10S4 3- Ind. Learn Diff: ICC3K3-K4
9	The teacher candidate is a student advocate. (i.e. supports acquisition of student services, using professional standards (procedures, confidentiality, and collaboration)	10-Collaboration: IIC10K3, ICC10K1, ICC10S1 1-Foundations: IIC1K5

	Technology Indicators	CEC Individualized Independence Standards
1	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology) to promote student learning and creativity.	6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5
2	The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.	6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5
3	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)	6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5
4	The teacher candidate demonstrates fluency with available technology systems.	6-Language: ICC6S2, IIC6S3, ICC6K4; 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5
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
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
7	The teacher candidate demonstrates fluency with available technology (if applicable)	5-Learn Environ: IIC5S2

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

Teacher Candidate:_____   Emplid:_____

Supervising Professor's Name:_____

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

Cooperating School District/School:_____

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

Date:_____

Observation # (Circle one): 1   2   3

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

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

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

_____
College Professor/ Cooperating Teacher's Signature   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 consistent with most student levels of understanding, response modes and engagement	The teacher candidate plans a lesson that is ecologically based, sequentially presented, and consistent with all student levels of understanding, response modes and engagement.
2	Lesson objectives are measurable and observable. ICC7S6	Lesson objectives are not provided/ not matched to student ability and/or content of the lesson.	Lesson objectives are clear, and are differentiated to match most levels of student skills. Criterions are identified for some objectives.	Lesson objectives are clear, and are differentiated to match different levels of student skills. Criterions are identified for students at different levels.
3	The lesson plan objectives are aligned with GLEs, GSEs, 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
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, IIC6K1, 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
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).
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
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.

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, IIC3K2-3;IIC7S5, ICC7S7; ICC6K4, IIC6S3	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-Instr Plan: ICC7S4, ICC7S5, ICC7S6; 8-Assessment: ICC8S4,ICC8S8, IIC8S6	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, IIC7S1, IIC7S5	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, IIC7S3 ICC7S2, ICC7S9, ICC7S11, ICC1K4, ICC4K1, IIC4K1	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, IIC6S3, IIC7S5	The teacher candidate designs learning experiences without evidence that individual learning needs are considered in selection of digital tools or resources.	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assist. technologies, electronic technology) to promote student learning and creativity	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assist. technologies, electronic technology) to promote maximum student learning and creativity

Teacher Candidate Observation and Performance Report Rubric

	ACTION: Implementation Indicators	Developing	Acceptable	Target
4	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. (i.e. pace, intensity of content, and instructional supports to assist learning) IIC4S5, ICC5K3, ICC7S12	The pace of the lesson and/or intensity of content do not match student learning needs.	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. Intensity of content, memory/perceptual supports, visual supports, are used to match the needs of most students.	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. Intensity of content, memory/perceptual supports, visual supports, are used to match the needs of all students.
5	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assistive technology, electronic technology, graphic organizers). ICC6K4, IIC6S3, IIC6K1 ICC7S13, IIC7S1, IIC7S5	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, IIC8S2-4, 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 as appropriate for most students.	The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. Assessment is adapted to match the language, sensory, learning, response-mode, and physical challenges as appropriate for each student.
7	The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (i.e.,,uses communication and prompting methods that match student culture, sensory, tactile, kinesthetic learning needs). ICC6S1, IIC6K1-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.

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. ICC7S1, 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. ICC7S1-S2, 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 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. ICC7S1	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. ICC7S2	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) IIC7S6, IIC7K1 ICC1K10, IIC1K1, 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. ICC5S7	The teacher candidate demonstrates strained relationships with his/her students	The teacher candidate demonstrates positive relationships with his/her students in most ways	The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc
2	There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ) IICC5S13-14, ICC5SK8	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.) ICC4S2,IC4K2 ,ICC5S10-11, ICC5S3-4, IIC5S5, IIC5S6-7, 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 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 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	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) IIC1K7, 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) ICC5K1; 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) IIC5K1, IIC5K3; 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.

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; ICC5S2, IIC5S11, IIC5S9; ICC6S1, 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.	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; ICC5S5, IIC5S10	The teacher candidate uses voice volume as a primary technique to gain student attention.	The teacher candidate does not try to "talk over" the students. The teacher candidate modifies their voice by using appropriate volume and intonation to support student hearing needs and level of communication of most students. Teacher candidate addresses attention challenges in a constructive way.	The teacher candidate does not try to "talk over" the students. The teacher candidate modifies their voice by using appropriate volume and intonation to support student hearing needs and level of communication. Teacher candidate addresses attention challenges in a constructive way.
3	The majority of class time is spent devoted to 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.	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. ICC5S10	The teacher candidate addresses the needs of some students.	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task.	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task. This is supported by the coordinated engagement of other classroom professionals working with students.
5	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. ICC4S6; ICC5S12; ICC6S1	The teacher candidate provides minimal directions before moving on to the next task.	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. Some supports are used to assist with transitions.	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. Additional supports are used to assist with successful transitions of each student.
6	The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. IIC1K8; IIC1K7; ICC5S6	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	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-Instruct 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.
2	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements. 7-Instruct Plan: ICC7S15, 9-Professional: ICC9S11	The teacher candidate presents a limited discussion of the strengths and weaknesses of the lesson, and/or s/he does not generate appropriate ideas for possible improvements.	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements	The teacher candidate clearly and comprehensively discusses the strengths and weaknesses of the lesson and generates highly appropriate ideas for possible improvements.
3	The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. 8-Assessment: ICC8S9, IIC8S1, 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.
4	The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students. 9-Professional: ICC9S8-9	The teacher candidate demonstrates a limited awareness of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.	The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.	The teacher candidate demonstrates a keen awareness of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.
5	Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) 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.

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.	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.	The teacher candidate is consistently on time and is consistently well prepared.
3	The teacher candidate dresses professionally. ICC9S1	The teacher candidate demonstrates inconsistencies in his/her practice of dressing professionally.	The teacher candidate dresses professionally.	The teacher candidate consistently dresses professionally.
4	The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House). IIC9S2, ICC9S4; 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).	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.	The teacher candidate is consistently able to accept constructive feedback and make the highly appropriate adjustments based on that feedback.
6	The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a professional manner. IIC10K3; 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.	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	The teacher candidate is a thoughtful listener to her students, his/her colleagues, and parents. (considers differences in perspective of family members). 10-Collaboration: ICC10K3, ICC10K4, ICC10S9 1-Foundations: ICC1K10	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.	The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents. Teacher candidate considers differences in perspective of family members in most interactions with others.	The teacher candidate consistently demonstrates his/her ability to be a thoughtful listener to her students, colleagues, and parents. Teacher candidate considers differences in perspective of family members in all interactions with others.
8	The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. (i.e. uses information and perspectives from others to plan and adjust student educational planning). 10-Collaboration: ICC10S4, ICC10S2,IIC10S1, ICC10S3, ICC10S4 3- Ind. Learn Diff: ICC3K3-K4	The teacher candidate demonstrates inconsistencies in his/her ability to maintain a nonjudgmental stance toward students, parents, and colleagues. The teacher candidate does not use information and perspectives from others to plan and adjust student educational planning.	The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. The teacher candidate uses information and perspectives from others frequently to plan and adjust student educational planning.	The teacher candidate consistently maintains a nonjudgmental stance toward students, parents, and colleagues. Teacher candidate uses information and perspectives from others consistently to plan and adjust student educational planning.
9	The teacher candidate is a student advocate. (i.e. supports acquisition of student services, using professional standards (procedures, confidentiality, and collaboration) 10-Collaboration: IIC10K3, ICC10K1, ICC10S1 1-Foundations: IIC1K5	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.	The teacher candidate is a student advocate. The teacher candidate supports acquisition of some student services, using professional standards (i.e. procedures, confidentiality, collaboration).	The teacher candidate consistenly 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).

Teacher Candidate Observation and Performance Report Rubric

	Technology Indicators	Developing	Acceptable	Target
1	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology) to promote student learning and creativity. 6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S56-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5	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.	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology) to promote student learning and creativity.	The teacher candidate *consistently* designs or adapts *highly* relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology) to promote student learning and creativity.
2	The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. 6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5	The teacher candidate *demonstrates inconsistencies* in his/her ability to develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.	The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.	The teacher candidate *consistently* develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
3	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology). 6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5	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).	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).	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).

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, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5	The teacher candidate *demonstrates inconsistencies* in his /her fluency with available technology systems.	The teacher candidate demonstrates fluency with available technology systems.	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.	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.	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).	The teacher candidate *consistently* demonstrates fluency with available technology (if applicable).

SECTION TWO: CAPSULE RATING OF OBSERVED LESSON

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

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

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

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

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

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

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

Capsule Rating: ____ Unacceptable   __Approaching   ____ Acceptable   ____ Target

BS in Severe Disabilities
Teacher Candidate Observation and Progress Report

	Planning Indicators	CEC Ind. Indep. Standards	Fall 2010 N=2 U	A	T	Spring 2010 N=11 U	A	T
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).	7-Instructional Plan: ICC7S9, ICC7S10		1	1		5	6
2	Lesson objectives are measurable and observable.	7-Instructional Plan: ICC7S6		1	1		7	4
3	The lesson plan objectives are aligned with GLEs, GSEs, AAGSEs, RIELS standards.	7-Instructional Plan: ICC7S1, ICC7K3		1	1		4	7
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).	2-Dev/Char of Learners: ICC2K5-6, ICC2K7, IIC2K2 3-Ind Learn Dif: IIC3K1, IIC4K1 7-Instructional Plan: IIC7S4, IIC7S2, ICC7K4, ICC7S11 6-Language: ICC6K1, IIC6K1, IIC6K2		2			6	5
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.	2-Dev/Char of Learn: ICC2K2 4-Instr. Strat: ICC4S2 6-Language: IIC6K2, IIC6S1-2 7-Instructional Plan: IIC7S4, ICC7K4, ICC7S11		2			6	5
6	The lesson design demonstrates an accurate understanding of content.	7-Instructional Plan: ICC7K2		1	1		4	7
7	The lesson is designed to engage students in meaningful instructional tasks related to content. (i.e. plans for appropriate behavior, communication, social learning, within context of academic learning.)	4-Instr. Strat: ICC4S3, ICC4S5,IIC4S3 7-Instructional Plan: ICC7K2, ICC7S14, IIC7S1, IIC7S7, IIC7S8 6-Language: ICC6S1		1	1		5	6
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, IIC3K2-3 7-Instructional Plan: IIC7S5, ICC7S7 6-Language: ICC6K4, IIC6S3		1	1		7	4
9	Formative and/or summative assessments are aligned with objectives (i.e., lesson includes a data collection system/task analysis that assesses identified lesson objectives).	7-Instructional Plan: ICC7S4, ICC7S5 8-Assessment: ICC8S4,ICC8S8, IIC8S6		1	1		8	3
10	The lesson incorporates flexibility and plans for re-teaching and/or extension, if needed (i.e., skills generalize to other routines.)	7-Instructional Plan: ICC7S13		1	1		6	5

	ACTION: Implementation Indicators	CEC Ind. Indep. Standards	Fall 2010 N=2			Spring 2010 N=11		
			U	A	T	U	A	T
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)	7-Instructional Plan: ICC7S9, IIC7S1, ICC7S5		2			5	6
2	The teacher candidate attends to individual student needs, including learning and behavioral issues. (i.e. considers effective use of paraeducators, peers, and other related service to provide support)	7-Instructional Plan: ICC7K5, ICC7S12, IIC7S3 ICC7S2		1	1		6	5
3	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.	6-Language: ICC6K4, IIC6S3 7-Instructional Plan:IIC7S5		2			8	3
4	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. (i.e. pace, intensity of content, and instructional supports to assist learning)	4-Instr. Strat: IIC4S5 5-Learn Env: ICC5K3 7-Instructional Plan: ICC7S12		1	1		5	6
5	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assistive technologies, electronic technology).	6-Language: ICC6K4, IIC6S3, IIC6K1 7-Instructional Plan: ICC7S13, IIC7S1, IIC7S5		2			8	3
6	The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning.	7-Instructional Plan: ICC7S15, ICC7S4-5, 8-Assessment: IIC8S2-4		2			8	3
7	The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (i.e.,.,uses communication and prompting methods that match student culture, sensory, tactile/kinesthetic learning needs).	6-Language: ICC6S1 7-Instructional Plan: ICC7S8		2			4	7
8	The lesson is modified as needed based on formative assessment within the lesson.	7-Instructional Plan: ICC7S15 8-Assessment: ICC8S5		2			8	3

	ACTION: Content Indicators	CEC Ind. Indep. Standards	U	A	T	U	A	T
1	The content of the lesson is significant and worthwhile/ecologically based.	7-Instructional Plan: ICC7S1		1	1		4	7
2	The content of the lesson is appropriate for the developmental levels of the students in this class.	7-Instructional Plan: ICC7S1, ICC7S6		1	1		4	7
3	Students are intellectually engaged with important ideas relevant to the focus of the lesson.	7-Instructional Plan: ICC7S1		1	1		7	4
4	The teacher candidate provides accurate content information and displays an understanding of important concepts.	7-Instructional Plan: ICC7S2		1	1		4	7
5	Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.	7-Instructional Plan: IIC7S6, IIC7K1		2			6	5

	ACTION: Climate Indicators	CEC Ind. Indep. Standards	Fall 2010 N=2			Spring 2010 N=11		
			U	A	T	U	A	T
1	The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc.	5-Learn Env: ICC5S7			2		4	7
2	There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ)	5-Learn Env: IICC5S13-14, ICCSK8		1	1		7	4
3	Active participation of all is encouraged and valued. (i.e., identifying realistic expectations, behavioral and/or physical supports, and feedback that match student learning needs.)	4- Instr Strat: ICC4S2,IC4K2 5-Learn Env: ICC5S10-11, ICC5S3-4, IIC5S5, IIC5S6-7, ICC5S9		1	1		2	9
4	The teacher candidate's language and behavior clearly demonstrate that s/he is approachable, sensitive, and supportive to all students.	5-Learn Env: ICC5S1, ICC5K4 6-Language: IIC6K1			2		3	8
5	The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions (using positive behavior and intervention systems-PBIS)	4-Instr Strat: ICC4K15-Learn Env: ICC5S1, ICC5S11, ICC5K5		1	1		6	5
6	Intellectual rigor, constructive criticism, and the challenging of ideas are evident.	5-Learn Env: ICC5K1		2			8	3
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)	5-Learn Env: IIC5K1, IIC5K3 6-Language: IIC6K1		2			9	2

	ACTION: Classroom Management Indicators	CEC Ind. Indep Standards	U	A	T	U	A	T
1	The teacher candidate has an effective way of getting all students in the class to be attentive. (i.e. utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task)	5-Learn Env: ICC5S2, IIC5S11, IIC5S9 6-Language:ICC6S1, IIC6K2		1	1		6	5
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.)	5-Learn Env: ICC5S5, IIC5S10			2		6	5
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)	5-Learn Env: IIC5K4		1	1		5	6
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.	5-Learn Env: ICC5S10		1	1		7	4
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.	6-Language: ICC6S1 4-Instr. Strat: ICC4S6 5-Learn Env: ICC5S12		1	1		7	4
6	The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.	5-Learn Env: ICC5S6		2			7	4

	Reflection Indicators	CEC Ind. Indep Standards	Fall 2010 N=2			Spring 2010 N=11		
			U	A	T	U	A	T
1	The teacher candidate describes how s/he made decisions for planning and implementation.	7-Instruct Plan: ICC7S13, 9-Professional: ICC9S1-2		2			4	7
2	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements.	7-Instruct Plan: ICC7S15, 9-Professional: ICC9S11		1	1		4	7
3	The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.	8-Assessment: ICC8S9, IIC8S1, ICC8S7 9-Professional: ICC9S13		1	1		4	7
4	The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.	9-Professional: ICC9S8-9			2		4	7
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			2		4	7

	Professional Behavior Indicators	CEC Ind. Indep Standards	U	A	T	U	A	T
1	The teacher candidate treats her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.	9-Professionalism: ICC9S1, ICC9S6, ICC9S7 10-Collaboration: ICC10S3, ICC10S11			2		5	6
2	The teacher candidate is on time and is prepared.	9-Professionalism: ICC9S1		1	1		6	5
3	The teacher candidate dresses professionally.	9-Professionalism: ICC9S1			2		2	9
4	The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House).	9-Professionalism: IIC9S2, ICC9S4 10-Collaboration: ICC10S2-5, ICC10S10, ICC10K2		1	1		2	9
5	The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.	10-Collaboration: ICC10K1 ICC10S6-8			2		2	9
6	The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessions) and independent work in a professional manner.	10-Collaboration: IIC10K3		1	1		3	8
7	The teacher candidate is a thoughtful listener to her students, her colleagues, and parents.	10-Collaboration: ICC10K3, ICC10K4, ICC10S9			2		2	9
8	The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. (i.e. uses information an d perspectives from others to plan and adjust student educational planning).	10-Collaboration: ICC10S4, ICC10S2,IIC10S1, ICC10S3, ICC10S4 3- Ind. Learn Diff: ICC3K3-4			2		2	9
9	The teacher candidate is a student advocate. (i.e. supports acquisition of student services, using professional standards (procedures, confidentiality, and collaboration)	10-Collaboration: IIC10K3, ICC10K1, ICC10S1		1	1		2	9

	Technology Indicators	CEC Ind. Indep Standards	Fall 2010 N=2			Spring 2010 N=11		
			U	A	T	U	A	T
1	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, switches, fm systems, electronic technology) to promote student learning and creativity.	6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5		2			2	9
2	The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.	6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5		2			2	9
3	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)	6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5		2			2	9
4	The teacher candidate demonstrates fluency with available technology systems.	6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5		1	1		2	9
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		1	1		2	9
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		2			2	9
7	The teacher candidate demonstrates fluency with available technology (if applicable)	5-Learn Environ: IIC5S2		2			2	9