

Teacher  
Candidate  
Observation  
And  
Performance  
Report  
(TCOPR)

Lesson Plan  
TCOPR Rubric

# Lesson Plan Three--Summer

## DESCRIPTION OF THE LESSON: SUMMER

IN THIS LESSON, STUDENTS WILL LEARN ABOUT THE SEASON OF SUMMER. **MATERIALS/ADAPTIVE EQUIPMENT/ASSISTIVE TECHNOLOGY NECESSARY FOR THE LESSON: (list)**

Individual Weather Books	Mayer Johnson Symbols pictures	Visual Timer
<sup>ayor</sup> Mayer Johnson's Pics	Sensory Play doe before lesson	Different pictures to differentiate the winter season/poster board

**Positions the students will be in during the lesson: Students will be sitting at the kidney table.**

Student's Name	Position/ Equipment	Staff Responsible for Student's Position/Involvement
El	At table with fidget	
Ad		
Da	Chair or wheelchair	
De		
Br		

**Description of the Lesson:**

**Students will demonstrate their knowledge of the winter season by placing appropriate pictures on a poster board.**

**ESS1.2.13c** Describe each season.

**ESS1 (K-2) –5**

**Students demonstrate an understanding of processes and change over time within earth systems by ...**

**5a** observing, recording, and summarizing local weather data.

**5b** observe how clouds are related to forms of precipitation (e.g., rain, sleet, snow).

**PREREQUISITE SKILLS**

Matching, writing, reading, listening, socializing

<b>Beginning/ Introduction</b>	<b>(How do students know the beginning?) How are concepts introduced to the students?)</b>
<b>Check Schedules</b>	Students will go to check their schedule at their strip
<b>Sensory Break (Gak)</b>	Students will enjoy about 10 minutes of sensory time at the table before the start of the lesson. Set visual timer.
<b>Read aloud</b>	<u>Summer</u> by Gail Saunders-Smith
<b>Go over steps to the rules of group and process of lesson (mayer Johnson pics)</b>	
<b>Graphing</b>	Pass out personal graphing sheets. Students will graph the weather daily on their own graphs.
<b>Activity</b>	Teacher will talk about the book Summer.

	<p>Teacher will pass out magazine pages for students to identify pictures that represent the season of summer.</p> <p>Students will cut and paste their pictures on their own collage.</p> <p>Teacher will go over the collages with the whole class and hang them on the wall next to the other seasons work</p> <p>Students will complete the graphic organizer.</p>
<b>Introduce Weather Books</b>	Students will decorate the front and complete the first page of the book about what they think sunny looks like.
<b>End</b>	Students can check their schedules

<b>AD</b>	<p><b>Schedule item/symbol used by this student for this lesson is:</b></p> <ul style="list-style-type: none"> <li>• Group picture on schedules</li> </ul> <p><b>Academic IEP objective (Math, Reading, Writing, Science):</b></p> <ul style="list-style-type: none"> <li>• Reading (Answer who and what questions related to a text)</li> <li>• Socialization (Take turns with one or more peers during turn taking activities)</li> </ul> <p><b>Modifications (materials, activity, environmental) made for this student:</b></p> <ul style="list-style-type: none"> <li>• More wait time, semi circle group setting)</li> </ul> <p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>• Data collection, using + or -, prompts</li> <li>• Observation, individual charts and weather book</li> </ul>
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*criteria needed.*

*How many B acceptable?*

*You have clearly identify the need  
objectives ~ they  
criteria for differentiated  
individual  
students*

<b>Br</b>	<p><b>Schedule item/symbol used by this student for this lesson is:</b></p> <ul style="list-style-type: none"> <li>• <b>Group</b></li> </ul> <p><b>Academic IEP objective (Reading, socialization):</b></p> <ul style="list-style-type: none"> <li>• <b>Reading</b> (Identify all uppercase letters of the alphabet, Identify all lower case letters of the alphabet)</li> <li>• Identify 13/26 primary sounds of the alphabet, Identify all primary sounds of the alphabet) <i>oh</i></li> <li>• <b>Socialization:</b> Socialize or have an appropriate conversation with another peer</li> </ul> <p><b>Modifications (materials, activity, environmental) made for this student:</b></p> <ul style="list-style-type: none"> <li>• Pictures, longer wait time.</li> </ul> <p><b>Measurement: (what data will you take to know you have reached your objective?)</b></p> <ul style="list-style-type: none"> <li>• Observation, individual charts and weather books</li> </ul>
<b>DE</b>	<p><b>Schedule item/symbol used by this student for this lesson is:</b></p> <ul style="list-style-type: none"> <li>• <b>Group</b></li> </ul> <p><b>Academic IEP objective):</b> Writing, socialization, Reading</p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Identify primary sounds of the alphabet <i>how many?</i></li> <li>• <b>Socialization:</b> Accept "no" as an answer and follow school routines without crying</li> </ul> <p>Share appropriately with one or more peers with minimal prompts.</p> <p>Initiate a conversation with a peer and keep the conversation going for 1-2 minutes</p> <p><b>Modifications (materials, activity, environmental) made for this student:</b></p> <ul style="list-style-type: none"> <li>• Picture cues, extra wait time.</li> </ul> <p><b>Measurement: (what data will you take to know you have reached your objective?)</b></p> <ul style="list-style-type: none"> <li>• Observation, individual charts and weather books</li> </ul>

<b>DA</b>	<p><b>Schedule item/symbol used by this student for this lesson is:</b></p> <ul style="list-style-type: none"> <li>• <b>Group Time</b></li> </ul> <p><b>Academic IEP objective (Reading, Writing, Socialization):</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Demonstrate comprehension of commonly used verbs through matching tasks.</li> <li>• Increase functional vocabulary</li> <li>• <b>Writing:</b> Given a picture, a simple sentence, he will choose a word from a word bank and will copy the sentence</li> <li>• <b>Socialization:</b> Tolerate a peer playing next to him with the same item.</li> </ul> <p><b>Modifications (materials, activity, environmental) made for this student:</b></p> <ul style="list-style-type: none"> <li>• Mayer Johnson pics, "fat" pencil when writing, special seat to sit with peers</li> </ul> <p><b>Measurement: (what data will you take to know you have reached your objective?)</b></p> <ul style="list-style-type: none"> <li>• Observation, individual charts and weather books prompts</li> </ul>
<b>EL</b>	<p><b>Schedule item/symbol used by this student for this lesson is:</b></p> <ul style="list-style-type: none"> <li>• <b>Group</b></li> </ul> <p><b>Academic IEP objective (Reading, Writing, Science):</b></p> <ul style="list-style-type: none"> <li>• <b>Reading:</b> Answer "who" or "what" questions related to a story, using picture cues. Answer when or where questions related to a story, using picture cues.</li> <li>• <b>Socialization:</b> Ask to play with a peer/staff by requesting "my turn" through the use of a gesture, verbal prompt or tactile card.</li> </ul> <p><b>Modifications (materials, activity, environmental) made for this student:</b></p> <ul style="list-style-type: none"> <li>• <b>Fidget toy, breaks when needed, Mayer Johnson Pics</b></li> </ul> <p><b>Measurement: (what data will you take to know you have reached your objective?)</b></p> <ul style="list-style-type: none"> <li>• Observation, individual charts and weather books</li> </ul>

## Teacher Candidate Observation and Performance Report Rubric

	PLANNING Indicators	Developing	Acceptable	Target
<b>1</b>	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.
<b>2</b>	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. <i>but not often</i> ✓	Lesson objectives are clear, and are differentiated to match different levels of student skills. Criteria are identified for students at different levels.
<b>3</b>	The lesson plan objectives are aligned with GLEs, GSEs, AAGSEs, RIEIS 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>4</b>	The instructional strategies, activities and technical resources (e.g. augmentative communication, manipulatives, assistive technologies) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles (health, physical, medical needs). ICC2K5-6, ICC2K7, ICC2K23, ICC3K1, ICC3K3; ICC7S4, ICC7S2, ICC7K4, ICC7S11; ICC6K1, ICC6K1, ICC6K2	Instruction, strategies, resources, or materials are chosen based on some student needs.	The teacher candidate plans instruction strategies, resources, and materials that consider student age, learning needs and additional considerations such as physical, health, medical, communication and sensory abilities. Technology (low tech and/or high tech) is used as appropriate for the learning task ✓	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>	The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, augmentative communication, electronic technology, and supports to writing) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students in least restrictive environments. ICC2K2; ICC4S2; ICC6K2, ICC6S1-2; ICC7S4, ICC7K4, ICC7S11; ICC1K4, ICC1K1, ICC1K6	Instruction, strategies, resources, or materials are chosen based availability, and offer limited opportunities for diverse learners beyond the classroom.	The teacher candidate's instruction strategies, resources, and materials consider most student abilities and understanding (i.e. learning, behavior, problem-solving, communication/language, culture) to provide meaningful instruction in least restrictive environments (school, community, vocational). ✓	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>6</b>	The lesson design demonstrates an accurate understanding of content. 7-Instruction. Plan: ICC7K2	Significant errors in content is presented within the teacher candidate's lesson	Teacher candidate's content is presented accurately in most aspects of the lesson ✓	Teacher candidate's content is accurately presented in all aspects of the lesson
<b>7</b>	The lesson is designed to engage students in meaningful instructional tasks related to content. (i.e. plans for appropriate behavior, communication, social learning, within context of academic learning) ICC4S3, ICC4S5, ICC4S3; ICC7K2, ICC7S14, ICC7S1, ICC7S7, ICC7S8; ICC6S1	Teacher candidate's lesson is planned to engage students, although lesson does not focus on meaningful instruction.	Teacher candidate's lesson is planned to engage students in learning tasks, demonstrate acceptable behavior, and provide opportunities for 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
<b>8</b>	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, 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). <i>✓</i>	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).
<b>9</b>	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-Instnr 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. <i>✓ not scored</i>	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.
<b>10</b>	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. <i>✓</i>	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
<b>1</b>	ACTION: Implementation Indicators	Developing	Acceptable	Target
<b>1</b>	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 student learning. Some of the following is considered: physical 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
<b>2</b>	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	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. <i>✓</i>	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.
<b>3</b>	ICC7S2, ICC7S9, ICC7S11, ICC1K4, ICC4K1, IIC4K1 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. <i>✓</i>	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assist. technologies, electronic technology) to promote maximum student learning and creativity



## Teacher Candidate Observation and Performance Report Rubric

ACTION: Implementation Indicators	Developing	Acceptable	Target
<p><b>4</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) ICC4S5, ICC5K3, ICC7S12</p>	<p>The pace of the lesson and/or intensity of content do not match student learning needs.</p>	<p>The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. Intensity of content, memory/perceptual supports, visual supports, are used to match the needs of most students.</p>	<p>The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. Intensity of content, memory/perceptual supports, visual supports, are used to match the needs of all students.</p>
<p><b>5</b> 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</p>	<p>The teacher candidate develops learning activities that do not match most student learning needs</p>	<p>The teacher candidate customizes and personalizes learning activities using digital tools and resources that match all student's needs. Learning activities incorporate manipulatives, aug. communication, adaptive or assistive technology, electronic technology and other adaptations as consistent with some student's learning needs.</p>	<p>The teacher candidate customizes and personalizes learning activities using digital tools and resources that match all student's needs. Learning activities incorporate manipulatives, aug. communication, adaptive or assistive technology, electronic technology and other adaptations as consistent with each student's learning needs.</p>
<p><b>6</b> 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</p>	<p>The teacher candidate uses an assessment plan that does not convey a match to basic students needs.</p>	<p>The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. Assessment is adapted to match the language, sensory, learning, response-mode, and physical challenges as appropriate for most students.</p>	<p>The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. Assessment is adapted to match the language, sensory, learning, response-mode, and physical challenges as appropriate for each student.</p>
<p><b>7</b> 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</p>	<p>The teacher candidate's questioning strategies are not matched to student needs and are not likely to enhance the development of student conceptual understanding/problem solving.</p>	<p>The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving and are individualized to most student needs (i.e. uses communication and prompting methods that match student culture, sensory, tactile/kinesthetic learning needs).</p>	<p>The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving and are individualized to each student needs (i.e. uses communication and prompting methods that match student culture, sensory, tactile/kinesthetic learning needs).</p>
<p><b>8</b> The lesson is modified as needed based on formative assessment within the lesson. ICC7S15, ICC8S5</p>	<p>The teacher candidate demonstrates limited analysis of formative assessment, resulting in few modifications.</p>	<p>The teacher candidate demonstrates modification of the lesson, as needed, based on some analysis of formative assessment within the lesson.</p>	<p>The teacher candidate demonstrates modification of the lesson, as needed, based on careful analysis of formative assessment within the lesson.</p>

## Teacher Candidate Observation and Performance Report Rubric

1	2	3	4
ACTION: Content Indicators	Developing	Acceptable	Target
<p>The content of the lesson is significant and worthwhile/ecologically based. ICC7S1, ICC7K2</p>	<p>The content of the lesson is selected based on teacher interest, has little connection to student learning abilities</p>	<p>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.</p>	<p>The teacher candidate selects lesson content that is based in the general education curriculum, is significant, worthwhile, and prioritized based on student learning abilities.</p>
<p>The content of the lesson is appropriate for the developmental levels of the students in this class. ICC7S1-S2, ICC7S6</p>	<p>The content of the lesson does not match the developmental levels of the students.</p>	<p>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.</p>	<p>The content of the lesson is appropriate for the developmental levels of the students in this class, modified to meet individual student learning needs.</p>
<p>Students are intellectually engaged with important ideas relevant to the focus of the lesson. ICC7S1</p>	<p>Students are not engaged in the content of the lesson</p>	<p>Students are somewhat intellectually engaged with important ideas relevant to the focus of the lesson.</p>	<p>Students are highly intellectually engaged with important ideas relevant to the focus of the lesson.</p>
<p>The teacher candidate provides accurate content information and displays an understanding of important concepts. ICC7S2</p>	<p>The teacher candidate provides content which is inaccurate.</p>	<p>The teacher candidate provides accurate content information and displays an understanding of important concepts.</p>	<p>The teacher candidate provides accurate content information and displays an in-depth understanding of important concepts.</p>
<p>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</p>	<p>The teacher candidate makes few connections to other disciplines or to real-world contexts.</p>	<p>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.</p>	<p>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.</p>
<b>ACTION: Climate Indicators</b>			
<p>The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. ICC5S7</p>	<p>The teacher candidate demonstrates strained relationships with his/her students</p>	<p>The teacher candidate demonstrates positive relationships with his/her students in most ways</p>	<p>The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc</p>
<p>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) IIC5S13-14, ICC5S8</p>	<p>The teacher candidate treats others with respect on occasion</p>	<p>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)</p>	<p>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.</p>
<p>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, ICAK2, ICC5S10-11, ICC5S3-4, IIC5S5, IIC5S6-7, ICC5S9</p>	<p>The teacher candidate requires students to participate.</p>	<p>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.</p>	<p>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.</p>

## Teacher Candidate Observation and Performance Report Rubric

	<b>ACTION: Climate Indicators</b>	<b>Developing</b>	<b>Acceptable</b>	<b>Target</b>
<b>4</b>	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
<b>5</b>	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.
<b>6</b>	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.
<b>7</b>	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.

*good variety of ways to encourage students throughout this lesson*

*- use of actual objects to assist student learning is helpful for lower learners.*

## Teacher Candidate Observation and Performance Report Rubric

ACTION: Classroom Management Indicators	Developing	Acceptable	Target
<p><b>1</b> 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) ICC1K7, ICC5S2, ICC5S11, ICC5S9, ICC6S1, ICC6K2</p> <p><i>good use of 15 min break</i></p>	<p>The teacher candidate gains attention of students using practices inconsistent with positive behavior support.</p>	<p>The teacher candidate has an effective way of getting most students in the class to be attentive. The teacher candidate utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task as appropriate as appropriate for most students.</p>	<p>The teacher candidate has an effective way of getting all students in the class to be attentive. The teacher candidate utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task as appropriate to each student.</p>
<p><b>2</b> 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.) ICC1K8; ICC5S5, ICC5S10</p>	<p>The teacher candidate uses voice volume as a primary technique to gain student attention.</p>	<p>The teacher candidate does not try to “talk over” the students. The teacher candidate modifies their voice by using appropriate volume and intonation to support student hearing needs and level of communication of most students. Teacher candidate addresses attention challenges in a constructive way.</p>	<p>The teacher candidate does not try to “talk over” the students. The teacher candidate modifies their voice by using appropriate volume and intonation to support student hearing needs and level of communication. Teacher candidate addresses attention challenges in a constructive way.</p>
<p><b>3</b> 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) ICC5K4</p>	<p>Class time is minimally devoted to academic tasks.</p>	<p>The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. The teacher candidate adapts grouping and lesson progression to match student and learning needs.</p>	<p>The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. The teacher candidate adapts grouping and lesson progression to match every student’s learning, behavioral and attentional needs.</p>
<p><b>4</b> The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task. ICC5S10</p>	<p>The teacher candidate addresses the needs of some students.</p>	<p>The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task.</p>	<p>The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task. This is supported by the coordinated engagement of other classroom professionals working with students.</p>
<p><b>5</b> The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. ICC4S6; ICC5S12; ICC6S1</p>	<p>The teacher candidate provides minimal directions before moving on to the next task.</p>	<p>The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. Some supports are used to assist with transitions.</p>	<p>The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. Additional supports are used to assist with successful transitions of each student.</p>
<p><b>6</b> The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. ICC1K8; ICC1K7; ICC5S6</p>	<p>The teacher candidate implements inconsistent behavioral interventions that do not convey careful attention to consequences.</p>	<p>The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences</p>	<p>The teacher candidate develops and applies a set of fair classroom rules, and behavioral interventions are based on logical consequences</p>

## Teacher Candidate Observation and Performance Report Rubric

1	2	3	4	5
Reflection Indicators	Developing	Acceptable	Target	
<p>The teacher candidate describes how s/he made decisions for planning and implementation. 7-Instruction Plan: ICC7S13, 9-Professional: ICC9S1-2</p>	<p>The teacher candidate presents a limited description for how s/he made decisions for planning and implementation.</p>	<p>The teacher candidate describes how s/he made decisions for planning and implementation.</p>	<p>The teacher candidate clearly and comprehensively describes how s/he made decisions for planning and implementation.</p>	
<p>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</p>	<p>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.</p>	<p>The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements</p>	<p>The teacher candidate clearly and comprehensively discusses the strengths and weaknesses of the lesson and generates highly appropriate ideas for possible improvements.</p>	
<p>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</p>	<p>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.</p>	<p>The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.</p>	<p>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.</p>	
<p>The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students. 9-Professional: ICC9S8-9</p>	<p>The teacher candidate demonstrates a limited awareness of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.</p>	<p>The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.</p>	<p>The teacher candidate demonstrates a keen awareness of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.</p>	
<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	

## 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.</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.</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).</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.</p>	<p>The teacher candidate is consistently able to accept constructive feedback and make the highly appropriate adjustments based on that feedback.</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.</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	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, ICC10S1, 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: ICC10K3, ICC10K1, ICC10S1 1-Foundations: ICC1K5	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 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).

*Ms [Name] is exceptionally good at taking new info. & using it in her rehearsal. She corrects the whole class (Sentry, learning, behavior) when interacting & developing lessons.*

## Teacher Candidate Observation and Performance Report Rubric

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



## 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. 6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5</p>	<p>The teacher candidate <i>demonstrates 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><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. 6-Language: ICC6S1</p>	<p>The teacher candidate <i>demonstrates 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><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. 5-Learn Environ: IIC5S2</p>	<p>The teacher candidate <i>demonstrates 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><b>7</b> The teacher candidate demonstrates fluency with available technology (if applicable). 5-Learn Environ: IIC5S2</p>	<p>The teacher candidate <i>demonstrates 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>

Ms [redacted] used technology (the [redacted]) computer & other online resources to enhance her learning experience. Low-tech and low systems helped students become more organized and consistent (i.e. PECS, schedule system).