

Rhode Island College
Feinstein School of Education and Human Development
Department of Special Education
SPED 428: Student Teaching in the Middle School or Secondary Level

Course Description:

In this culminating field experience, candidates complete a special education student teaching experience in an elementary or middle school under the supervision of a cooperating teacher and college supervisor. This is a full-semester assignment. 10 credit hours.

Extended:

The theme of this course is the clinical application of knowledge and theory attained through the professional sequence. During the student teaching experience, the student engages in full-time academic and non-academic teaching under the supervision of an experienced teacher who is certified as a special educator for children with mild/moderate disabilities at the middle/secondary school levels, and is an exemplar of best practices. The student is expected to evidence an ethical professionalism and critical thinking in her/his approach to teaching and learning, and actively engage in all aspects of the special educator's role.

Relationship to the Professional Program:

This student teaching experience is required for teacher certification by the State of Rhode Island, and requires concurrent enrollment by the student in an Elementary Education Curriculum. The student must have completed all prerequisites, and also be concurrently enrolled in SPED 440 (*Collaboration, Home, School and Community*) which serves as further support to the student teaching experience.

Relationship to the Teacher Education Knowledge Base and FSEHD:

As the culminating experience in the professional sequence in the Department of Special Education, student teaching builds on the foundation knowledge acquired in the prerequisite special education requirements and the professional sequence in Middle or Secondary Education. The student's critical thinking, and the integration of the assessment process with instructional planning, preparation and execution of programs and lessons for children with mild/moderate disabilities serves as the core of the design, implementation, analysis and evaluation of programs and services for all persons, with or without disabilities. It is the cornerstone of the legal and legislative initiatives which have been designed to secure access, participation and due process for persons with disabilities in society.

This course complements the student's developing knowledge and skills within the professional sequence in the FSEHD. The relationship to the Knowledge Base is evident in the following ways:

1. The student recognizes the central role of understanding, planning and assessment to meet the unique needs of individuals with disabilities.
2. The student understands that the actions taken in concert with and on behalf of persons with disabilities arise from a total understanding of the linkages among planning, action and reflection.
3. The student actively incorporates the knowledge gained from observation and interpretation of what persons with disabilities say and do into their reflections on the ways to initiate and foster positive involvement in their lives.

Prerequisites:

**BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report**

Satisfactory completion of the Department of Special Education’s admission and retention requirements, and the admission and retention requirements for the middle or secondary education program; cumulative GPA of 2.50 , completion of the technology competency requirement; completion of the community service requirement, and a negative result on the tuberculin test.

Text: Rhode Island College, *FSEHD Student Teaching Manual*

This course relates most directly to the following Council for Exceptional Children Core Standards, the Rhode Island Professional Teacher Standards, and the Rhode Island College FSEHD Conceptual Framework:

Conceptual Framework	Rhode Island Professional Teacher Standards		CEC Standards	
KNOWLEDGE: General Education	#1	Teachers create learning experience using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live.	CEC 1	Foundations
PEDAGOGY: Theory and Practice of Teaching and Learning	#2	Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach.	CEC 7	Instructional Planning
KNOWLEDGE: Human Learning and Development	#3	Teachers create instructional opportunities that reflect an understanding of how children learn and develop.	CEC 2	Characteristics of Learners
DIVERSITY: Cultural Diversity, Special Needs and Inclusion/	#4	Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning	CEC 3	Individual Learning Differences
KNOWLEDGE: Area of Specialization	#5	Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.	CEC 4	Instructional Strategies
KNOWLEDGE: Contexts of Schooling	#6	Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation	CEC 5	Learning Environments & Social Interactions
PEDAGOGY: Instructional Uses of Technology	#8	Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas.	CEC 6 CEC 4	Language Instructional Strategies
PEDAGOGY: Assessment as an Aid to Practice	#9	Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.	CEC 8	Assessment, Diagnosis and Evaluation
PLANNING, ACTION, REFLECTION	#3	Teachers create instructional opportunities that reflect an understanding of how children learn and develop.	CEC 3	Individual Learning Differences
PROFESSIONALISM: Professional Development	#10	Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.	CEC 9	Professional and Ethical Practices
PROFESSIONALISM: Collaboration	#7	Teachers foster collaborative relationships with colleagues and families to support students' learning.	CEC 10	Collaboration
PROFESSIONALISM: Professional Ethics	#11	Teachers maintain professional standards guided by legal and ethical principles.	CEC 9	Professional and Ethical Practices

Course Objectives

As a result of completing a supervised student teaching experience in a program for children with mild/moderate disabilities at the middle or secondary school level, the student will:

Characteristics of Learners

1. implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities; (**Knowledge: Contexts of Schooling**; CEC 5 & 8: Learning Environments, Assessment; RIPTS 6,9)

Assessment, Diagnosis, and Evaluation

2 use exceptionality-specific assessment instruments with individuals with disabilities; (**Pedagogy: Assessment as an Aid to Practice**; CEC 8: Assessment; RIPTS 9)

3 adapt and modify ecological inventories, portfolio assessments, functional assessments, and future based assessments to accommodate the unique abilities and needs of individuals with disabilities; (**Pedagogy: Assessment as an Aid to Practice; Diversity: Special Needs and Inclusion**; CEC 8: Assessment; RIPTS 4,9)

4 use a technology plan based on assistive technology assessment; (**Pedagogy: Assessment as an Aid to Practice, Instructional Uses of Technology**; CEC 8: Assessment; RIPTS 4,9)

5 assess reliable method(s) of response of individuals who lack typical communication and performance abilities; (**Pedagogy: Assessment as an Aid to Practice; Diversity: Special Needs and Inclusion**; CEC 6, 8: Language, Assessment; RIPTS 4,9)

6 use effective, research-based instructional strategies and practices to meet the needs of individuals with disabilities; (**Knowledge: Area of Specialization, Pedagogy: Theory & Practice of Teaching & Learning**; CEC 3 & 4: Individual Learning Differences, Instructional Strategies; RIPTS 2,3,4,5)

Instructional Content and Practice

7 facilitate the use of prevention and intervention strategies in educational settings; (**Knowledge: Contexts of Schooling**; CEC 5: Learning Environments; RIPTS 6)

8 delineate and apply goals, intervention strategies and procedures related to psychodynamic, behavioral, biophysical, and ecological approaches to individuals with disabilities; (**Knowledge: Contexts of Schooling**; CEC 4: Instructional Strategies; RIPTS 6,9)

9 plan, organize, and implement educational programs appropriate to the cognitive and affective needs of individuals with disabilities; (**Planning, Action and Reflection**; CEC 7; RIPTS 2,3,4)

10 evaluate, select, develop, and adopt curriculum materials and technology appropriate for individuals with disabilities; (**Pedagogy: Instructional Uses of Technology** ; CEC 7 Instructional Planning; RIPTS 6,9)

11 integrate academic instruction, affective education, and behavior management for individual learners and groups of learners; (**Planning, Action and Reflection**; CEC 7; RIPTS 3,4,5,6)

12 evaluate strengths and limitations of alternative instructional strategies for individuals with disabilities; (**Pedagogy: Assessment as an Aid to Practice**; CEC 8: Assessment; RIPTS 6,9)

13 integrate student initiated learning experiences into ongoing instruction. (**Knowledge: Area of Specialization**; CEC 3: Individual Learning Differences; RIPTS 5)

14 use skills to enhance critical thinking; (**Knowledge: Area of Specialization**; CEC 2: Development & Characteristics of Learners; RIPTS 5,8)

15 use effective instructional strategies to assist individuals with disabilities to detect and correct errors in oral and written language; (**Knowledge: Human Learning and Development**; CEC 4: Instructional Strategies: RIPTS 2,3,5,8)

16 use appropriate instructional strategies to teach math skills and concepts according to the characteristics of the learner and patterns of error; (**Knowledge: Area of Specialization**; CEC 4: Instructional Strategies; RIPTS 2,3,5)

17 modify the pace of instruction and use organization cues; (**Knowledge: Human Learning and Development**; CEC 4: Instructional Strategies; RIPTS 3,4)

18 integrate appropriate teaching strategies and instructional approaches to provide effective instruction in academic and nonacademic areas for individuals with disabilities; (**Pedagogy: Theory and Practice of Teaching and Learning**; CEC 7: Instructional Planning; RIPTS 2,4,8)

BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report

- 19 utilize research supported instructional strategies and practices, included functional embedded skills approach, community based instruction, task analysis, multisensory, and concrete/manipulative techniques; (**Pedagogy: Theory and Practice of Teaching and Learning**; CEC 7: Instructional Planning; RIPTS 1-4)
- 20 design age appropriate instruction based on the adaptive skills of learners; (**Knowledge: Human Learning and Development**; CEC 4: Instructional Strategies; RIPTS 3,4)
- 21 integrate related services into the instructional settings of learners; (**Professionalism: Collaboration & Advocacy**; CEC 3: Individual Learning Differences; RIPTS 7)
- 22 provide community referenced instruction; (**Knowledge: General Education**; CEC 5: Learning Environments & Social Interaction; RIPTS 1)
- 23 assist students in the use of alternative and augmentative communication systems; (**Pedagogy: Instructional Uses of Technology**; CEC 6: Language; RIPTS 3,4,6,8)

Planning and Managing the Teaching and Learning Environment

- 24 support the use of media, materials, alternative communication styles and resources required for learners whose disabilities interfere with communications; (**Diversity: Special Needs and Inclusion**; CEC 6: Language; RIPTS 3,4,8)
- 25 interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans; (**Planning, Action and Reflection**; CEC 7; RIPTS 3,4,6,8)
- 26 use appropriate adaptations and technology for all individuals with disabilities; (**Pedagogy: Assessment as an Aid to Practice**; **Diversity: Special Needs and Inclusion**; CEC 8: Assessment; RIPTS 3,4,6,8)
- 27 adapt lessons to maximize learning of students with specialized health care needs; (**Diversity: Special Needs and Inclusion**; CEC 3: Individual Learning Differences; RIPTS 4,5,9)
- 28 use strategies for facilitating the maintenance and generalization of skills across learning environments; (**Knowledge: Area of Specialization**; CEC 5: Learning Environments; RIPTS 3,5)
- 29 monitor intragroup behavior changes across subjects and activities; (**Knowledge: Area of Specialization**; CEC 3 & 5; Individual Learning Differences: Learning Environments; RIPTS 6)
- 30 structure the educational environment to provide optimal learning opportunities for individuals with disabilities; (**Pedagogy: Theory and Practice of Teaching and Learning**; CEC 5: Learning Environments; RIPTS 2,3,4)
- 31 teach individuals with disabilities in a variety of educational settings; (**Diversity: Special Needs and Inclusion**; CEC 3: Individual Learning Differences; RIPTS 3,4,5)
- 32 design learning environments for individuals with disabilities that provide feedback from adults and peer; (**Diversity: Special Needs and Inclusion**; CEC 5: Learning Environments; RIPTS 8)
- 33 design learning environments that are multisensory, and that facilitate active participation, self-advocacy, and independence of individuals with disabilities in a variety of group and individual settings; (**Pedagogy: Theory and Practice of Teaching and Learning**; CEC 7: Instructional Planning; RIPTS 3,4,8)
- 34 use local, community, state, and provincial resources to assist in programming with individuals who are likely to make progress in the general curriculum; (**Professionalism: Collaboration & Advocacy**; CEC 10: Collaboration; RIPTS 7)
- 35 coordinate activities or related service personnel to maximize direct instruction time for individuals with disabilities; (**Professionalism: Collaboration & Advocacy**; CEC 10: Collaboration; RIPTS 7)

Managing Student Behavior and Social Interaction Skills

- 36 use a variety of nonadversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities; (**Knowledge: Contexts of Schooling**; CEC 4: Instructional Strategies; RIPTS 6,8,9)
- 37 develop and implement a systematic behavior management plan; (**Knowledge: Contexts of Schooling**; CEC 5: Learning Environments; RIPTS 6)
- 38 select target behaviors to be changed and identify the critical variables affecting the target behavior; (**Knowledge: Contexts of Schooling**; CEC 5: Learning Environments; RIPTS 6)
- 39 define and use skills in problem solving and conflict resolution; (**Knowledge: Area of Specialization**; CEC 5: Learning Environments; RIPTS 5,6)

40 design, implement, and evaluate instructional programs that enhance an individual's social participation in family, school, and community activities; (**Professionalism: Collaboration & Advocacy**; CEC 10: Collaboration; RIPTS 5,6,7)

41 establish a consistent classroom routine for individuals with disabilities, and define and use skills in problem solving and conflict resolution; (**Knowledge: Area of Specialization**; CEC 5: Learning Environments; RIPTS 5,6)

42 delineate and apply appropriate management procedures when presented with spontaneous management problems; (**Knowledge: Contexts of Schooling**; CEC 5: Learning Environments; RIPTS 6,8)

43 facilitate the development and implementation of rules and appropriate consequences in the educational environment; (**Knowledge: Contexts of Schooling**; CEC 5: Learning Environments; RIPTS 6)

44 use specific behavioral management and counseling techniques in managing students and providing training for their parents; **Professionalism: Collaboration and Advocacy**; CEC 10: Collaboration; (RIPTS 6,7)

Communication and Collaborative Partnerships

45 assist students, in collaboration with parents and other professionals, in planning for transition to post-school settings with maximum opportunities for decision making and full participation in the community; **Professionalism: Collaboration and Advocacy** ; CEC 10: Collaboration; RIPTS 7)

46 participate in the activities of professional organizations relevant to individuals with disabilities; (**Professionalism: Professional Ethics**; CEC 9: Professional & Ethical Practice; RIPTS 2)

47 articulate the teacher's ethical responsibility to nonidentified individuals who function similarly to individuals with disabilities (**Professionalism: Professional Ethics**; CEC 9: Professional & Ethical Practice; RIPTS 11)

48 project a professional image, and interact in a professional and ethical manner with colleagues, students, parents and others; (**Professionalism: Professional Ethics**; CEC 9: Professional & Ethical Practice; RIPTS 11)

49 accepts and acts upon constructive criticism from the cooperating teacher and college supervisor; (**Professionalism: Collaboration and Advocacy**; CEC 10: Collaboration; RIPTS 7)

50 assesses one's own teaching and planning through reflection and analysis, and suggests solutions to identified concerns. (**Professionalism: Professional Development**; CEC 9: Professional & Ethical Practice; RIPTS 10)

**BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report**

FSEHD Conceptual Framework Concepts	Course Objectives	RIPTS	CEC Standards
Planning, Action and Reflection	9, 11, 25	2,3,4,5,6,8	7
Knowledge: General Education	22	1	5
Knowledge: Human Learning and Development	15, 17, 20	2,3,4,5,8	4
Knowledge: Contexts of Schooling	1, 7, 8, 29, 36-38, 42, 43	6,8,9	3,4,5,8
Knowledge: Area of Specialization	13, 14,16,28,39, 41	2,3,5,6	2,3,5
Pedagogy: Theory and Practice of Teaching and Learning	6, 18, 19, 30,33,46	1,2,3,4,5,8	3,4,5,7,9
Pedagogy: Instructional Uses of Technology	10, 23	3,4,6,8,9	6,7
Pedagogy: Assessment as an Aid to Practice	2, 4, 12, 26	3,4,6,8,9	8
Diversity: Cultural Diversity	5	4,9	6,8
Diversity: Special Needs and Inclusion	3, 5, 24, 27, 31,32	3,4,5,8,9	3,5,6,8
Professionalism: Professional Ethics	47, 48	11	9
Professionalism: Collaboration and Advocacy	21, 34, 35, 40, 44, 45, 49	5,6,7	10
Professionalism: Professional Development	50	10	9

Course Requirements and Grading Procedures:

1. Read the FSEHD Student Teaching Manual and comply with the requirements therein.
2. Students are graded on their overall performance during the internship experience. Grading is done on a Pass/Fail grading system. Grading is based on the student overall performance in relation to the FSEHD Knowledge Base, the tenets of I.D.E.A., the course and program objectives, and the C.E.C. Code of Ethics.
3. At each visit by the College supervisor (a minimum of three), the teacher candidate's performance is evaluated using the Teacher Candidate Observation and Progress Report.
4. The student teacher, in addition to the expected daily debriefings by the cooperating teacher, is also evaluated by the cooperating teacher on three occasions using the Teacher Candidate Observation and Progress Report
5. The College Supervisor from the Department of Special Education in collaboration with the cooperating teacher completes the Professionalism Entry.
6. Teacher candidates complete the Teacher Candidate Work Sample (graded by the college supervisor). Teacher candidates must reach an overall ACCEPTABLE LEVEL with no more two submissions on any section. Teacher candidates who do not successfully achieve the TCWS at the ACCEPTABLE level must repeat student teaching.

Feinstein School of Education and Human Development

***Teacher Candidate Work Sample
Teacher Candidates in Special Education
Mild/Moderate Middle/Secondary Level***

Full Guidance can be obtained from the Office of School Partnerships and Field Placements website
FALL 2010

(Adapted from The Renaissance Partnership for Improving Teacher Quality Project <http://fp.uni.edu/itq>)

Revised 09/10

BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report
TABLE OF CONTENTS

Overview of FSEHD Teacher Candidate Work Sample (TCWS)	<i>Error! Bookmark not defined.</i>
Teaching Processes Assessed by the TCWS	10
General Advice for Completing the TCWS	<i>Error! Bookmark not defined.</i>
Suggested Timeline for Completion of the TCWS	<i>Error! Bookmark not defined.</i>
Contextual Factors	<i>Error! Bookmark not defined.</i>
Learning Goals and Unit Objectives	<i>Error! Bookmark not defined.</i>
Assessment Plan	<i>Error! Bookmark not defined.</i>
Design for Instruction	<i>Error! Bookmark not defined.</i>
Instructional Decision-Making	<i>Error! Bookmark not defined.</i>
Analysis of Student Learning	<i>Error! Bookmark not defined.</i>
Candidate Reflection on Student Teaching Experience	<i>Error! Bookmark not defined.</i>

The Assignment

During Student Teaching, candidates are required to teach a comprehensive unit for the purpose of the TCWS. The TCWS contains six teaching processes identified by research and best practice as fundamental to improving student learning. These six teaching processes fit into the FSEHD Conceptual Framework themes of Knowledge, Pedagogy, Diversity, and Professionalism. As a reflective practitioner, the teacher candidate also plans, acts, and reflects to inform practice.

Each Teaching Process of the TCWS is followed by the Task, a Prompt, and a Rubric that defines various levels of performance. The Rubrics are used to evaluate the TCWS. The prompts/directions/tips support the construction of the TCWS.

The components of the TCWS include*:

PLANNING

- Contextual factors related to the community and students to be taught;
- Learning goals and unit objectives aligned with state or district content standards;
- An assessment plan designed to assess student learning before, during and after instruction, and;
- A design for instruction;

ACTING

- Instructional decision-making that facilitates student learning;

REFLECTING

- Analysis of student learning and evaluation of self as teacher of the unit.

The final component of the TCWS is a comprehensive reflection on the overall Student Teaching experience and a plan for future professional development.

Examples of units might include:

- The writing process in a special education placement;
- A poetry unit in an elementary classroom for language arts;
- Linear equations unit in a middle school mathematics classroom;
- The solar system in a science classroom;
- The short story as a literary genre in middle/secondary English;
- Tobacco prevention in a health education class.

BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report
Teaching Processes Assessed by the TCWS

The following Teaching Processes and Indicators are adapted from the Renaissance Candidate Work Sample.

Process 1: Contextual Factors

The candidate uses information about the learning-teaching context and student individual differences to set learning goals, plan instruction and assess learning.

- Demonstrates knowledge of district, community, school, and classroom factors
- Presents knowledge of characteristics of class members
- Describes knowledge of students' skills and prior learning
- Demonstrates knowledge of characteristics of specific students and approaches to differentiate learning
- Includes implications for instructional planning and assessment

Process 2: Learning Goals

The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

- Sets unit learning goals and unit objectives
- Aligns unit objectives with national, state or local standards
- Selects unit objectives that are significant, challenging and varied
- Describes unit objectives clearly
- Chooses unit objectives that are appropriate for students
- Provides a coherent rationale for teaching the unit

Process 3: Assessment Plan

The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

- Includes multiple forms of assessment
- Aligns unit objectives and assessments
- Justifies assessment methods
- Adapts assessments based on the individual needs of students
- Provides visual organizer of assessment plan
- Demonstrates technical soundness
- Provides a rationale for the assessment plan

Process 4: Design for Instruction

The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics and needs, learning contexts, and standards of the discipline. (Candidates should use the lesson plan that follows)

- Aligns instruction with Learning Goals and Unit Objectives
- Demonstrates accurate representation of content
- Includes lesson and unit structure
- Uses a variety of instructional strategies and techniques
- Uses contextual information and data to select appropriate and relevant activities, assignments and resources
- Uses technology
- Articulates intended behavior, social interaction, and student engagement

Process 5: Instructional Decision-Making

The candidate uses ongoing analysis of student learning to make instructional decisions.

- Rethinks plans for a group of students
- Modifies plans for a group of students based on analysis of student learning
- Explains the modifications made for a group of students (re: learning goals & unit objectives)
- Rethinks plans for an individual student
- Modifies plans for an individual student based on analysis of student learning
- Explains the modifications made for an individual student (re: learning goals & unit objectives)

Process 6: Analysis of Student Learning

The candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

- Aligns analysis with selected unit objectives
- Presents graphs accurately and clearly
- Includes evidence of impact on student learning
- Describes insights on effective instruction and assessment
- Evaluates own role and describes implications for future teaching

Final TCWS Component: Candidate Reflection on Student Teaching Experience

Reflective practitioners continually and consciously evaluate their choices and actions.

- Describes learning gained in the Student Teaching experience.
- Connects RIPTS and SPA standards to Student Teaching experience.
- Connects FSEHD Conceptual Framework to Student Teaching experience.
- Provides plans for professional development

BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report
LESSON PLAN TEMPLATE
DEPARTMENT OF SPECIAL EDUCATION

Teacher Candidate's Name _____ Date _____

Lesson Content Area:

Objectives of the lesson:

Aligned with Content Standards (list standard(s) and description)

Brief description of individuals (students and professionals) involved in the lesson

Materials/Resources used in the lesson:

A brief sequence of lesson including induction, lesson body, and closure

1. Induction:

2.

3.

4.

5. Closure:

Differentiation of instruction to meet student needs:

Assessment plan for each stated objective:

Supports for Positive Learning Environment (Classroom Climate)

Describe use of Technology (if applicable) in lesson development, implementation and/or student involvement in technology.

BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)

Teacher Candidate Observation and Progress Report

Reflection of Lesson (maximum 2 pages)

Describe how decisions were made for lesson planning and implementation

Discuss the strengths and weaknesses of the lesson and generate appropriate ideas for possible improvements

Analyze/assess student engagement

Analyze/assess progress toward meeting in identified lesson objectives

Analyze/assess classroom management issues

Describe how the demeanor, actions and reactions of participants (students/teacher candidate) affect the classroom climate and individual students.

Identify concrete goals to focus on for future lessons.

Contextual Factors Rubric

Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, plan instruction and assess learning.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: The Macro Context				
Knowledge of District, Community, and School (RIPTS 1) ICC1K3, 7, 9-10 IGC1K4,5,8 ICC2K3-4, ICC3K3	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the district, community, school, and classroom.	Candidate displays a general understanding of the characteristics of the district, community, and school that may affect learning.	Candidate displays a comprehensive understanding of the characteristics of the district, community, and school that may affect learning, including cultural, linguistic, environmental, and family characteristics.	
Part II: The Micro Context				
Physical Classroom (RIPTS 6) (CEC 5)	Candidate displays minimal, irrelevant, or biased knowledge of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a general understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling.	Candidate displays a comprehensive understanding of the characteristics of the physical classroom, including available technology and resources, rules and routines, grouping patterns, social climate, and scheduling. Candidate identifies behavior management strategy, routines, and positive intercultural supports.	
Knowledge of Characteristics of Class Members (RIPTS 4) ICC3K1-3; IGC3K1-3 (as appropriate)	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of class members and how it may affect learning.	Candidate displays a general understanding of characteristics of class members and how it may affect learning.	Candidate displays a thorough and explicit understanding of characteristics of class members and how it may affect learning. Candidate identifies exceptional conditions, medical conditions, hearing/vision impairments, auditory processing issues.	
Knowledge of Students' Skills And Prior Learning (RIPTS 3) ICC3K1-2 ICC1K5-6	Candidate displays little or irrelevant knowledge of students' skills and prior learning.	Candidate displays a general understanding of students' skills and prior learning that may affect learning in the current context.	Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current <u>and future</u> contexts. Candidate identified the impact on learners' academic, social abilities, attitudes, interests and values.	
Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4) ICC4K1, IGC4K2-6 IGC1K7, 9, ICC3K2 IGC3K1-3	Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a general understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/ modalities).	Candidate displays a thorough and explicit understanding of characteristics of specific students and approaches to learning for the individual student. (e.g., specialized materials, behavioral prevention/ intervention strategies, abilities and disabilities, learning styles/ modalities)	
Part III: Instructional Implications				

BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Implications for Instructional Planning and Assessment (RIPTS 4) ICC4S3-6 IGC4S2-16 (as appropriate to students) IGC1K9	Candidate does not provide implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics OR provides inappropriate implications.	Candidate provides general implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics.	Candidate provides specific implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics, laws and policies. Candidate identifies instructional strategies, self-understanding, assistive technology, health policies, behavioral supports provided.	
Organization, Readability, Spelling, and Grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____/42

Comments:

Learning Goals and Unit Objectives Rubric

Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives. Addresses CEC Standard 7-Instructional Planning.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Learning Goals (RIPTS 2) ICC7K2 ICC7S1	Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate.	Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate. Candidate's goals mirror the scope and sequence of general curricula.	
Part II				
Alignment with National, State or Local Standards (RIPTS 2) ICC7K3	Unit objectives are not aligned with national, state or local standards.	<i>Some</i> unit objectives are aligned with national, state or local standards.	<i>Most</i> of the unit objectives are explicitly aligned with national, state or local standards.	
Classification of Unit Objectives (RIPTS 5) ICC7S1	Unit objectives are not significant, challenging, or varied.	<i>Some</i> unit objectives are somewhat significant, challenging, and varied.	<i>All</i> unit objectives are significant, challenging, and varied, and prioritized based on individual needs.	
Clarity (RIPTS 8) ICC7S6 ICC8S4 ICC8S8-9 IGC8S3-4	Unit objectives are not stated clearly and are activities rather than learning outcomes.	<i>Some</i> of the unit objectives are clearly stated as learning outcomes.	<i>Most</i> of the unit objectives are clearly stated as learning outcomes to evaluate instruction, capture, and monitor progress of students.	
Appropriateness For Students (RIPTS 3) IGC8S3	Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals.	<i>Some</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. <i>Some</i> unit objectives will move students towards meeting learning goals.	<i>Most</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. <i>Most</i> unit objectives will move students towards meeting learning goals. Candidates use appropriate assessments, adapted to the unique sensory, physical, communication needs of the students.	

BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report

Part III				
Rationale / Purpose (RIPTS 4) IGC8S2-4	A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is superficial or inaccurate.	A statement of rationale is included. The rationale partially explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is clear and somewhat accurate.	A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate. Candidate justifies program/ unit, integrates social, life skills, consideration of student age, and includes focus on communication needs.	
Organization, Readability, Spelling, and Grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____/42

Comments:

Assessment Plan Rubric

Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit. Addresses CEC Standard 8: Assessment

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I: Visual Organizer				
Visual Organizer Format (RIPTS 9) ICC8S8-9 IGC8S1-4	The organizer does not clearly present: <ul style="list-style-type: none"> how the objectives are lined up with the assessments; and/or the justification for the method of each assessment; and/or any appropriate adaptations of the assessments. 	The organizer clearly presents: <ul style="list-style-type: none"> how <i>some</i> of the objectives are lined up with the assessments; and/or the justification for the method of some assessments is incomplete or inappropriate; and/or some assessment adaptations are missing or inappropriate. 	The Candidate clearly presents: <ul style="list-style-type: none"> how <i>all</i> the objectives are lined up with the assessments; and the justification for the method of all assessments; and appropriate adaptations for all assessments within this context with these students Candidate's identified objectives align with students' learning needs, and accommodate unique abilities.	
Multiple Forms of Assessment (RIPTS 9) ICC8S8-9 IGC8S1-4	The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction.	The assessment plan: includes multiple forms of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction.	The assessment plan includes multiple forms of assessment that assesses student performance before and after instruction. Assessment may include observation or analysis of student work, as appropriate for students.	
Alignment of Unit Objectives and Assessments. (RIPTS 9) ICC8S3 ICC8S8-9 IGC8S1-4	<i>Very few or none</i> of the objectives: are aligned with the overall assessment plan: <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive complexity.	<i>Some</i> of the objectives: are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity.	<i>Most/all</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity. Candidate's records identify specific areas of student growth/difficulty. Technology is used when appropriate to the assessment task.	
Rationale for Assessment Choices (RIPTS 9) ICC8S8-9 IGC8S1-4	Assessment choices do not match the unit objectives/context or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method.	Assessment choices somewhat match the unit objectives/context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved.	Assessment choices match the unit objectives/ context; the rationale for the choice mentions the unit objective and/or student characteristics.	
Adaptations Based on the Individual Needs of Students (RIPTS 4) ICC8S8-9 IGC8S1-4	Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate.	Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students.	Candidate makes adaptations to <i>most/all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students.	

**BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report**

Part II: Narrative				
Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Rationale for Assessment Plan (RIPTS 9) ICC8S8-9 IGC8S1-4	Provides an inadequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Provides adequate statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	Candidate provides clear and insightful statement about pre, formative, and summative assessments and their appropriateness for measuring learning within this context with these students.	
Scoring Procedures (RIPTS 9) ICC8S8 IGC8S3	Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students	<i>Some</i> scoring procedures are explained; items or prompts are clearly written; <i>some</i> directions or procedures are clear to students	<i>Most/all</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students	
Organization, Readability, Spelling, and Grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

Design for Instruction Rubric

Teaching Process: The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.

Addresses CEC Standards 4- Instructional Strategies, 7-Instructional Planning, 8-Assessment

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Use of Pre-Assessment Data (RIPTS 8) ICC8S1,5,6,8	<p>Pre-assessment data is presented but the format is difficult to navigate.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized format.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p>	<p>Pre-assessment data is presented in an organized, detailed format.</p> <p>A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.</p> <p>Background information and baseline data clearly inform criterion for acceptable performance in lesson.</p>	
Unit Visual Organizer (RIPTS 2)	<p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p>	<p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</p>	<p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the learning goals.</p>	
Lesson Plan CEC Standard Links	<p>CEC 7: INSTRUCTIONAL PLANNING</p> <p>1-Description of Lesson (ICC7S10)</p> <p>2-Link to standards (ICC7K2-3)</p> <p>3-AT used (ICC7K4, IGC7S4)</p> <p>4-Adapt.Materials & Equipment ICC7S8, IGC7S2 Technology ICC7K4, IGC7S4 Behavioral Supports, Visual/Hearing supports (IGC7S14, IGC7K1, IGC7S1)</p> <p>5- Plan of support for paraeducators and related service professionals (ICC7S2) if applicable</p>		<p>6-Embedded Aug. com. To support learning ICC6K4, IGC6K3; IGC6S-S5 (as appropriate)</p> <p>7-Prerequisite skills used to guide instruction (ICC7S1)</p> <p>8-Links to IEP objectives (academic, social, communication, transition domains) ICC7S7, IGC7S6 (transition, independent living, career education) As appropriate to student's IEP/age</p> <p>9-Assessment (CEC #8)</p> <p>10-Reflection of Lesson (ICC7S13)</p> <ul style="list-style-type: none"> • Process and lesson implementation • Student academic skill development, expanded core curriculum, communication/social skills/DL skills 	
	<p>CEC 4- INSTRUCTIONAL STRATEGIES</p> <ul style="list-style-type: none"> • ICC4S3- Adapts instruction based on characteristics of students. • ICC4S2 -Teach problem solving • ICC4S5- teach student to self-awareness/control, PBIS strategies 		<p>IGC4S7-AT/adaptations IGC4S13- teach across curricula Adapts instruction as appropriate to meet student needs in:</p> <ul style="list-style-type: none"> • Study skills (IGC4S3) • Reading Challenges (IGC4S4) • Mathematics (IGC4S5) • Organization (IGC4S6) • Behavior (IGC4S9) • Memory (IGC4S11) • Transitions (ICC4S6) 	

**BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Lesson Plans (RIPTS 2)	<p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p> <p>Heavy reliance on textbook or single resource (e.g., work sheets).</p>	<p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety of resources.</p>	<p>Candidate develops lesson plans that contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of resources makes a clear contribution to learning</p>	
Alignment with Learning Goals and Unit Objectives (RIPTS 2) ICC7K2-K3	<p>Few lessons are explicitly linked to unit objectives.</p> <p>Few learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Not all unit objectives are covered in the design.</p>	<p>Most lessons are explicitly linked to unit objectives.</p> <p>Most learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Most unit objectives are covered in the design.</p>	<p>All lessons are explicitly linked to unit objectives.</p> <p>All learning tasks, assignments and resources are aligned with unit objectives.</p> <p>All unit objectives are covered in the design.</p>	
Classroom Climate (RIPTS 6) ICC5S1 ICC5S4-5 ICC5S10,11	<p>Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	<p>Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	<p>Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p>	

Comments

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Use of Technology (RIPTS 2) ICC7S8 specialized materials ICC7K4 IGC5S2, IGC4S7 Identifies Assistive technology use	Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission. A description of how planning and/or instruction could be enhanced with the use of technology is absent.	Candidate uses technology appropriately. Technology contributes to teaching and learning. OR Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology. Candidate includes some additional description of adapted materials, positioning devices, assistive technology (low tech and/or high tech), augmentative communication, computers to support learning	Candidate consistently integrates appropriate technology. Use of technology makes a significant contribution to teaching and learning. Candidate Includes adapted materials, positioning assistive technology (low tech and/or high tech), augmentative communication, computers to support learning	
Organization, Readability, Spelling, and Grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____/42

Comments:

BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report
Instructional Decision-Making Rubric

Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions. Addresses CEC Standard 8- Assessment and CEC Standard 7: Instructional Planning

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Rethinking Your Plans for a Group of Students (RIPTS 3) ICC8S8, ICC7S6, ICC7S13,ICC7S15	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Candidate's Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	
Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4) ICC8S8, ICC7S6, ICC7S13,ICC7S15	Candidate treats class as "one plan fits all" with no revisions or revisions of the instructional plan are not connected to students' responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address student needs; based on the analysis of student learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address student needs; are informed by a thorough and thoughtful analysis of student learning/performance; based on best practice; based on contextual factors.	
Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (RIPTS 4) ICC8S8, ICC7S6, ICC7S13,ICC7S15	Explanation of revisions is not connected to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of the revisions made provides <i>some</i> connection to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are appropriate.	Explanation of revisions made specifies connection to learning goals & unit objectives clearly and completely. The connections between the revisions and learning goals/unit objectives are significant and insightful.	
Part II				
Rethinking Your Plans for an Individual Student (RIPTS 3) ICC8S8, ICC7S6, ICC7S13,ICC7S15	Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound.	Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound.	
Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4) ICC8S8, ICC7S6, ICC7S13,ICC7S15	Candidate treats class as "one plan fits all" with no revisions or revisions of the instructional plan are not connected to this student's responses or learning.	<i>Some</i> revisions of the instructional plan are made: to address this student's needs; based on the analysis of this student's learning; based on best practice; based on contextual factors.	<i>Many</i> appropriate revisions of the instructional plan are made: to address this student's needs; are informed by a thorough and thoughtful analysis of this student's learning/performance; based on best practice; based on contextual factors.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4) ICC8S8, ICC7S6, ICC7S13, ICC7S15	Explanation of revisions made lack detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent.	Explanation of revisions made provide <i>some</i> detail with respect to learning goals & unit objectives. The connections between the modifications and learning goals/unit objectives are appropriate.	Explanation of revisions made provide <i>much</i> detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are significant and insightful.	
Organization, Readability, Spelling, and Grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____/42

Comments:

BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report
Analysis of Student Learning Rubric

Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching. **CEC Standards 7 and 8**

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Alignment with Selected Unit Objectives (RIPTS 9)	Analysis of student learning: <ul style="list-style-type: none"> is not aligned with selected unit objectives; and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals. 	Analysis of student learning: <ul style="list-style-type: none"> is partially aligned with selected unit objectives; provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals. 	Analysis of student learning: <ul style="list-style-type: none"> is fully aligned with selected unit objectives; provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals. 	
Clarity and Accuracy of Presentation of Graphs (RIPTS 9) ICC8S5	Presentation is not clear; does not accurately reflect the data.	Presentation is clear and logical; reflects the data somewhat accurately.	Presentation is clear and logical; accurately reflects the data.	
Interpretation of Data (RIPTS 9) ICC8S8, ICC7S6, ICC7S13, ICC7S15 ICC8S7, ICC8K1	Interpretation is inaccurate; conclusions are missing or unsupported by data.	Interpretation is somewhat accurate; some conclusions supported by data.	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data. Teacher candidates effectively communicate assessment results using appropriate terminology.	
Evidence of Impact on Student Learning (RIPTS 9) ICC8S8, ICC7S6, ICC7S13, ICC7S15	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes clear evidence of the impact on student learning in terms of proportion of students who made progress toward the selected unit objectives and the amount of improvement they made.	
Insights on Effective Instruction and Assessment (RIPTS 10) ICC8S8, ICC7S6, ICC7S13, ICC7S15	Lacks reasonable hypotheses for why some students did not meet the selected objectives. Provides an inaccurate or no description of why some tasks or assessments were more successful than others.	Explores reasonable hypotheses for why some students did not meet the selected objectives. Provides a basic description of successful and unsuccessful tasks or assessments.	Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives. Provides a detailed explanation of successful and unsuccessful tasks and assessments.	

<p>Self Evaluation and Implications for Future Teaching (RIPTS 10) ICC8S8, ICC7S6, ICC7S13,ICC7S15</p>	<p>Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment.</p> <p>Lacks rationale.</p>	<p>Provides some ideas for redesigning unit objectives, instruction, and assessment.</p> <p>Offers a general rationale for why these changes would improve student learning.</p>	<p>Provides ideas for redesigning unit objectives, instruction, and assessment.</p> <p>Offers a specific rationale as to why these modifications would improve student learning.</p>	
<p>Organization, Readability, Spelling, and Grammar (RIPTS 8)</p>	<p>This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors.</p> <p>Unprofessional presentation.</p>	<p>This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.</p> <p>Adequate presentation.</p>	<p>This section is well-organized, readable, and uses appropriate spelling and grammar.</p> <p>Highly professional presentation.</p>	

TOTAL _____/42

Comments:

BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)

Teacher Candidate Observation and Progress Report

Candidate Reflection on Student Teaching Experience Rubric

Teaching Process: Reflective practitioners continually and consciously evaluate their choices and actions.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Description of Incidents (RIPTS 10)	Candidate provides a general description that lacks examples of incidents to tell what was learned during the Student Teaching experience.	Candidate provides a description containing some examples to tell what was learned during the Student Teaching experience.	Candidate provides a detailed description using specific and concrete examples to tell what was learned in Student Teaching.	
Description of effect on Student Teaching experience (RIPTS 10) ICC9S9- self reflection ICC9S11 reflect on practice ICC9S1- act within CEC Code of Ethics	Candidate provides little or no description of how the incidents affected the Student Teaching experience.	Candidate provides superficial description of how the incidents affected the Student Teaching experience.	Candidate provides rich, in depth description of how the incidents affected the Student Teaching experience.	
Description of Self Learning (RIPTS 10) ICC9S9- self reflection ICC9S11 reflect on practice ICC9S6,8- effective, sensitive communication	Candidate provides little or no description of self learning.	Candidate provides some description of self learning, but it lacks connection to description of incidents and their affect on Student Teaching.	Candidate provides rich, thoughtful description of self learning that connects to description of incidents and their affect on Student Teaching.	
Plans for Professional Development (RIPTS 10) ICC9S12-Prof Activity ICC9S13-evidence-based practice; ICC9S5- commitment to practice IGC9S1 (prof organizations) ICC9S1-S10 advocacy, seek additional info	Candidate demonstrates no or vague plans for professional development.	Candidate describes some general plans for professional development, but they may not reflect self learning.	Candidate describes some specific, concrete plans for professional development that reflect self learning.	
Organization, Readability, Spelling, and Grammar (RIPTS 8)	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL _____/30

Comments:

FSEHD Teacher Candidate Observation and Progress Report
for
Student Teaching/Graduate Internship in Mild/Moderate Special Education
at the Middle/Secondary Level
 419 428 662 664

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

BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report

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

**BS in Mild/Moderate Special Education at the Middle/Secondary Level
Teacher Candidate Observation and Progress 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). ICC4S3, ICC4S5, IGC7S1, IGC7S2, ICC7S7, ICC7S14, ICC6S1; IGC3K1-3, ICC3K1-2, ICC7S2	The lesson is based on content only with little consideration of student strengths/preferences.	Most aspects of the lesson is on student learning and includes some highly engaging components. Lesson is based on most student strengths (auditory, communication, learning, structure).	The focus of the lesson is on student learning and includes many highly engaging components. Lesson is based on each student's strengths (auditory, communication, learning, structure).
9	Formative and/or summative assessments are aligned with objectives (i.e., lesson includes a data collection system/task analysis that assesses identified lesson objectives). ICC7S6 ICC8S4, ICC8S8, IGC8S53	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, environments, independent living and/or career exploration.) ICC7S13, ICC7S13, IGC7S6, IGC5S1, S3	Lesson is planned as an isolated experience with not plans identified for re-teaching or extension	Lesson is planned within the context of other lessons.	Lesson is planned within the context of other lessons and modified to adjust to student learning. Generalization of skills to different tasks/different environments is conveyed

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

**BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report**

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

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

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

	ACTION: Climate Indicators	Developing	Acceptable	Target
1	The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. ICC5S7, IGC5S4	The teacher candidate demonstrates strained relationships with his/her students	The teacher candidate demonstrates positive relationships with his/her students in most ways	The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc
2	There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ) ICC5S13-14	The teacher candidate treats others with respect on occasion	There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ)	There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ), supported by teacher candidate model of respect for others.
3	Active participation of all is encouraged and valued. (i.e., identifying realistic expectations, behavioral supports, and feedback that match student learning needs.) ICC4S2, ICC5S1, ICC5S4	The teacher candidate requires students to participate.	Teacher candidate encourages and values active participation throughout the school day. The TC identifies realistic expectations, behavioral and/or physical supports, and feedback that match student learning needs.	TC 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.

**BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report**

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

**BS in Mild/Moderate Special Education at the Middle/Secondary Level
Teacher Candidate Observation and Progress 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, behavior management strategies) ICC5S5, ICC6S1	The teacher candidate gains attention of students using practices inconsistent with positive behavior support.	The teacher candidate has an effective way of getting most students in the class to be attentive. The teacher candidate utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task as appropriate as appropriate for most students.	The teacher candidate has an effective way of getting all students in the class to be attentive. The teacher candidate utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task as appropriate to each student.
2	The teacher candidate does not try to “talk over” the students, (i.e. modifying using appropriate volume and intonation to support student understanding, addressing problems/attention needs in a constructive way.) ICC5S5, ICC4S3	The teacher candidate uses voice volume as a primary technique to gain student attention.	The teacher candidate does not try to “talk over” the students. The teacher candidate modifies their voice by using appropriate volume and intonation to support student hearing needs and level of communication of most students. Teacher candidate addresses attention challenges in a constructive way.	The teacher candidate does not try to “talk over” the students. The teacher candidate modifies their voice by using appropriate volume and intonation to support student hearing needs and level of communication. Teacher candidate addresses attention challenges in a constructive way.
3	The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. (i.e. Adapts grouping, and lesson progression to match student and learning needs, and promote independence) IGC5K3, IGC4S9, ICC5S9	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, IGC4S9	The teacher candidate addresses the needs of some students.	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task.	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task. This is supported by the coordinated engagement of other classroom professionals working with students.
5	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. IGC4S9, IGC5S13, ICC6S1	The teacher candidate provides minimal directions before moving on to the next task.	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. Some supports are used to assist with transitions.	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. Additional supports are used to assist with successful transitions of each student.
6	The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. IGC5S11, IGC4S13	The TC implements inconsistent behavioral interventions that do not convey careful attention to consequences.	The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences	The teacher candidate develops and applies a set of fair classroom rules, and behavioral interventions are based on logical consequences

BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report

	Reflection Indicators	Developing	Acceptable	Target
1	The teacher candidate describes how s/he made decisions for planning and implementation. ICC7S13, ICC9S11	The teacher candidate presents a limited description for how s/he made decisions for planning and implementation.	The teacher candidate describes how s/he made decisions for planning and implementation.	The teacher candidate clearly and comprehensively describes how s/he made decisions for planning and implementation.
2	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements. ICC7S15, ICC9S11	The teacher candidate presents a limited discussion of the strengths and weaknesses of the lesson, and/or s/he does not generate appropriate ideas for possible improvements.	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements	The teacher candidate clearly and comprehensively discusses the strengths and weaknesses of the lesson and generates highly appropriate ideas for possible improvements.
3	The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. ICC8S9, IGC8S1, ICC8S7, ICC9S11	The teacher candidate presents a limited analysis and assessment of student engagement, progress toward meeting the lesson objectives, 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. 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. ICC9S5, ICC9S11	Based on this lesson, the teacher candidate sets a limited number of concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) that s/he will focus on for future lessons and/or the goals set are inappropriate or somewhat inappropriate.	Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.	Based on this lesson, the teacher candidate sets highly appropriate, concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) that s/he will focus on for future lessons.

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

	Professional Behavior Indicators	Developing	Acceptable	Target
1	The teacher candidate treats her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. ICC9S1, ICC9S6, ICC9S7, ICC10S3	The TC treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with a limited level of courtesy, respect, and honesty.	The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.	The teacher candidate consistently treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with a high level of courtesy, respect, and honesty.
2	The teacher candidate is on time and is prepared. ICC9S1-S2	The teacher candidate demonstrates inconsistencies in his/her ability to be on time and be prepared.	The teacher candidate is on time and is prepared.	The teacher candidate is consistently on time and is consistently well prepared.
3	The teacher candidate dresses professionally. ICC9S1-S2	The teacher candidate demonstrates inconsistencies in his/her practice of dressing professionally.	The teacher candidate dresses professionally.	The teacher candidate consistently dresses professionally.
4	The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House). ICC9S2, ICC9S4, ICC10S2-5, ICC10S10	The teacher candidate demonstrates inconsistencies in his/her attendance at faculty and other meetings relating to students, and/or s/he is 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. ICC9S11	The teacher candidate demonstrates inconsistencies in his/her ability to accept constructive feedback and make the appropriate adjustments.	The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.	The teacher candidate is consistently able to accept constructive feedback and make the highly appropriate adjustments based on that feedback.
6	The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals, transition specialists) and independent work in a professional manner. IGC10K3, ICC10S2, IGC10S4	The teacher candidate demonstrates inconsistencies in his/her ability to balance collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a professional manner.	The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a professional manner.	The teacher candidate consistently balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a highly professional manner.

**BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report**

	Professional Behavior Indicators	Developing	Acceptable	Target
7	The teacher candidate is a thoughtful listener to her students, her colleagues, and parents. (considers differences in perspective of family members and colleagues). ICC10S6, ICC9S8	The TC demonstrates inconsistencies in his/her ability to be a thoughtful listener to his/her students, colleagues, and parents. Teacher candidate does not consider differences in perspective of family members.	The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents. Teacher candidate considers differences in perspective of family members in most interactions with others.	The teacher candidate consistently demonstrates his/her ability to be a thoughtful listener to her students, colleagues, and parents. Teacher candidate considers differences in perspective of family members in all interactions with others.
8	The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. (i.e. uses information and perspectives from others to plan and adjust student educational planning). ICC10S3	The teacher candidate demonstrates inconsistencies in his/her ability to maintain a nonjudgmental stance toward students, parents, and colleagues. The teacher candidate does not use information and perspectives from others to plan and adjust student educational planning.	The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. The teacher candidate uses information and perspectives from others frequently to plan and adjust student educational planning.	The teacher candidate consistently maintains a nonjudgmental stance toward students, parents, and colleagues. Teacher candidate uses information and perspectives from others consistently to plan and adjust student educational planning.
9	The teacher candidate is a student advocate. (i.e. supports acquisition of student services, using professional standards (procedures, confidentiality, and collaboration). ICC9S1, ICC10S3	The teacher candidate demonstrate inconsistencies in his/her advocacy of students. The teacher candidate does not support 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).

**BS in Mild/Moderate Special Education at the Middle/Secondary Level
Teacher Candidate Observation and Progress 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. IGC4S7, ICC6S2, IGC6S5, IGC7S4	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, 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 <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.
2	The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress. IGC7S, IGC4S7	The teacher candidate <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.	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 <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.
3	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, Language supports, adaptive/assistive technologies, augmentative communication, fm systems, electronic technology) IGC6S5, IGC6S1-2, IGC7S, IGC4S7	The teacher candidate customizes and personalizes <i>a limited number</i> of learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, aug. communication, fm systems, electronic technology).	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, fm systems, electronic technology).	The teacher candidate <i>consistently</i> customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive/assistive technologies, augmentative communication, fm systems, electronic technology).

**BS in Special Education: Mild/Moderate Disabilities (Middle/Secondary Level)
Teacher Candidate Observation and Progress Report**

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

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

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