

RHODE ISLAND COLLEGE
Feinstein School of Education and Human Development
Department of Special Education
SPED 665-01

**INTERNSHIP IN THE SCHOOL PROGRAM FOR STUDENTS
WITH SEVERE AND PROFOUND DISABILITIES**

CATALOG DESCRIPTION:

One quarter of the academic year is spent teaching in Special Education programs under the supervision of an experienced teacher and a college supervisor. Students assume increasing responsibility for teaching and related activities in the class for 5 semester hours. Offered Fall and Spring.

EXTENDED DESCRIPTION:

The graduate internship is the culmination of the graduate program. Placements are intended to guarantee that each graduate intern has the opportunity to work with students who have severe and multiple disabilities in an integrated school setting. The graduate internship provides the opportunity to apply the core processes of evaluation and analysis, design, and implementation of instruction, and the use of technology within special education. Reflection on the efficacy of that instruction (discussed in the methods) is an integral part of the internship.

RELATIONSHIP TO THE PROFESSIONAL PROGRAM:

The graduate internship is a requirement in all graduate-level teaching programs with initial certification in severe disabilities. It is the culminating experience for the graduate student. It provides the student with the opportunity to apply all acquired knowledge and skills to a real classroom setting for an extended period.

RELATIONSHIP TO THE FSEHD CONCEPTUAL FRAMEWORK:

The graduate internship requires the student to integrate all prior learning about the teaching/learning process and apply it to a real school setting. The graduate internship requires the student to demonstrate competence in planning for curriculum and instruction, in designing and implementing instructional actions, and in using the criterion of real performance to reflect upon the efficacy of that instruction. Specifically, within the framework of the FSEHD, students must demonstrate effective use of a reflective approach in the following manner:

1. The reflective practitioner demonstrates effective planning for instruction by completing analyses of the environment, the students' learning styles and natures, the culture of the school, and the support resources available. The reflective practitioner demonstrates the ability to translate these analyses into meaningful curriculum objectives and effective instructional procedures.
2. The reflective practitioner demonstrates the ability to effectively implement instructional strategies in integrated school programs for students with severe and multiple disabilities. This includes structuring the environment, planning the curriculum, effectively utilizing resources, and implementing systematic instruction
3. The reflective practitioner demonstrates the ability to reflect on the effectiveness of instruction through design and use of ongoing outcome data systems for individual students. The reflective practitioner demonstrates the ability to reflect on his/her own effectiveness as a teacher by comparing his/her practices to the best practices found in the professional literature and by reflecting on the feedback provided by the cooperating teacher and the college supervisor.

COURSE INFORMATION:

PREREQUISITE: Consent of department chair and successful completion of the *Severe Disabilities Preparing to Student Teach/Graduate Intern Portfolio*

TEXT: None

COURSE OUTCOMES IN RELATIONSHIP TO CEC INDIVIDUALIZED INDEPENDENCE CURRICULUM REFERENCED STANDARDS

CEC Standards:

IC1	Foundations
IC2	Characteristics of Learners
IC3	Assessment, Diagnosis, and Evaluation
IC4	Instructional Content and Practice
IC5	Planning and Managing the Teaching and Learning Environment
IC6	Managing Student Behaviors
IC7	Communication and Collaborative Partnerships
IC8	Professionalism and Ethical Practices

COURSE OUTCOMES:

As a result of the graduate internship, students will demonstrate the following CEC Independence Standards for Special Education:

Characteristics of Learners

1. Describe and define general developmental, academic, social, career, and functional characteristics of individuals who would benefit most from a independent curriculum as they relate to levels of support needed.

KNOWLEDGE: Domain-Specific Knowledge; (IC2:S1); RIPTS: 3, 4

Assessment, Diagnosis, and Evaluation

2. Implement procedures for assessing and reporting both appropriate and problematic social behaviors of individuals with disabilities*. **PRACTICE: Evidence-Based Decision Making; (IC3:S1); RIPTS: 9, 11**
3. Use exceptionality-specific assessment instruments with individuals with disabilities*. **PRACTICE: Evidence-Based Decision Making; IC3:S2) RIPTS: 9**
4. Adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of individuals who would benefit most from a functional independence curriculum. **PRACTICE: Evidence-Based Decision Making; (IC3:S3)) RIPTS: 9**
5. Develop and use a technology plan based on adaptive technology assessment. **PRACTICE: Technology Use; (IC3:S4) RIPTS: 8**
6. Assess reliable method(s) of response of individuals who lack typical communication and performance abilities. **KNOWLEDGE: Domain-Specific Knowledge ; IC3:S5 RIPTS: 8**

Instructional Content and Practice

7. Facilitate use of prevention and intervention strategies in educational settings. **PRACTICE: Diversity of Practice; IC4:S1 RIPTS: 2**
8. Use technology including assistive devices. **PRACTICE: Technology Use; IC4:S2 RIPTS: 8**
9. Use reinforcement systems to create effective learning environments. **Pedagogy: Assessment ; IC4:S3 RIPTS:6**
10. Use effective instructional strategies to assist individuals with disabilities* to detect and correct errors in oral and written language. **PRACTICE: Evidence-Based Decision Making; IC4:S5 RIPTS: 2**
11. Choose appropriate methods and instructional strategies according to the characteristics of the learner. **PRACTICE: Diversity of Practice; IC4:S6 RIPTS: 4**
12. Design and implement sensory stimulation programs. **PRACTICE: Diversity of Practice; IC4:S7 RIPTS: 4**
13. Teach culturally responsive functional life skills. **PRACTICE: Diversity of Practice; IC4:S8 RIPTS: 4**
14. Design age-appropriate instruction based on the adaptive skills of learners. **PRACTICE: Diversity of Practice; IC4:S10 RIPTS: 3,4**

15. Integrate related services into the instructional settings of learners. **KNOWLEDGE: Professional Awareness; IC4:S11** RIPTS: 7
16. Provide community referenced and community based instruction. **IC4:S12**
17. Assist students in the use of alternative and augmentative communication systems. **PRACTICEL Technology Use; IC4:S13** RIPTS: 8

Instructional Content and Practice

18. Use appropriate physical management techniques, including positioning, handling, lifting, relaxation, and range of motion. **KNOWLEDGE: Domain-Specific Knowledge ; IC4:S14** RIPTS: 5
19. Select and use media, materials, and resources required with learners whose disabilities interfere with communications. **KNOWLEDGE: Domain-Specific Knowledge; IC4: S16** RIPTS: 5
20. Interpret sensory, mobility, reflex, and perceptual information to create appropriate learning plans. **Plan, Act, Reflect; PRACTICE: Diversity of Practice; IC4: S17** RIPTS: 5
21. Use appropriate adaptations and assistive technology. **PRACTICE: Technology Use; IC4: S18** RIPTS: 5
22. Adapt lessons that minimize the physical exertion of individuals with specialized health care. **KNOWLEDGE: Domain-Specific Knowledge; IC4: S19**
23. Design and implement instructional programs that address functional independence skills emphasizing positive self-concepts and realistic goals. **Plan, Act, Reflect; PRACTICE: Diversity of Practice; IC4: S20** RIPTS: 2
24. Participate in the selection and implementation of augmentative or alternative communication devices and systems. **PRACTICE: Technology Use; IC4:S22** RIPTS: 8

Planning and Managing the Teaching and Learning Environment

25. Monitor intra-group behavior changes across subjects and activities. **KNOWLEDGE: Domain-Specific Knowledge; IC5: S1** RIPTS: 6
26. Structure the educational environment for optimal learning opportunities. **KNOWLEDGE: Domain-Specific Knowledge; IC5: S2** RIPTS: 6
27. Teach individuals with disabilities who are in a functional independence curriculum in a variety of settings. **PRACTICE: Diversity of Practice; IC5: S3** RIPTS:4
28. Design learning environments that provides feedback from peers and adults. **KNOWLEDGE: Domain-Specific Knowledge; IC5: S4** RIPTS: 10
29. 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 learning activities. **KNOWLEDGE: Domain-Specific Knowledge; IC5: S5** RIPTS: 5
30. Use local, community, state, and provincial resources to assist in programming. **IC5: S6**
31. Coordinate activities of related services personnel to maximize direct instruction time for individuals with disabilities* who are studying an individualized independence curriculum **KNOWLEDGE: Professional Awareness; IC5: S7** RIPTS: 7
32. Use techniques of physical positioning and management of individuals with physical and health disabilities to ensure participation in academic and social environments. **KNOWLEDGE: Domain-Specific Knowledge IC5: S8** RIPTS: 5
33. Demonstrate appropriate body mechanics to ensure student and teacher safety in transfer, lifting, positioning, and seating. **KNOWLEDGE: Domain-Specific Knowledge; IC5: S9** RIPTS: 5
34. Use appropriate adaptive equipment such as wedges, seat inserts, and standers to facilitate positioning, mobility, communication, and learning for individuals with physical and health disabilities. **KNOWLEDGE: Domain-Specific Knowledge; IC5: S 10** RIPTS: 5
35. Use positioning techniques that decrease inappropriate tone and facilitate appropriate postural reactions to enhance participation. **KNOWLEDGE: Domain-Specific Knowledge; IC5: S11** RIPTS: 5

Managing Student Behavior and Social Interaction Skills

36. Use a variety of non-aversive techniques for the purpose of controlling targeted behavior and maintaining attention of individuals with disabilities*. **KNOWLEDGE: Domain-Specific Knowledge; IC6: S1**
RIPTS: 6
37. Develop and implement systematic behavior management plans for individuals with disabilities* using observation, recording, charting, timelines, intervention hierarchies, and schedules of reinforcement. **PRACTICE: Evidence-Based Decision Making; IC6: S2** R IPTS: 9
38. Select target behaviors to be changed and identify the critical variables affecting the target behavior. **PRACTICE: Evidence-Based Decision Making; IC6: S3** R IPTS: 9

Managing Student Behavior and Social Interaction Skills

39. Define and use skills in problem-solving and conflict resolution. **KNOWLEDGE: Domain-Specific Knowledge; IC6: S4** R IPTS: 6
40. Design, implement, and evaluate instructional programs that enhance the individual's social participation in family, school, and community activities; **PRACTICE: Evidence-based Decision Making; IC6: S5**
RIPTS: 9
41. Develop and facilitate use of behavior crisis management plans. **PRACTICE: Evidence-based Decision Making**
42. Facilitate development and implementation of rules and appropriate consequences. **IC6: S7**

Communication and Collaborative Partnerships

43. Assist students, in collaboration with parents and other professionals, in planning for transition to adulthood including employment, community, and daily life, with maximum opportunities for decision making and full participation in the community. **PRACTICE: Professional Identity Development; IC7: S1** R IPTS: 2, 7
44. Use strategies to work with chronically ill and terminally ill individuals and their families. **KNOWLEDGE: Domain-Specific Knowledge; IC7: S2** R IPTS: 10, 7

Professionalism and Ethical Practices

45. Articulate the teacher's ethical responsibility to individuals who function similarly to individuals with disabilities* (e.g., individuals at risk). **KNOWLEDGE: Professional Awareness; IC8: S2** R IPTS: 11
46. Seek information regarding protocols, procedural guidelines, and policies designed to assist individuals with disabilities* as they participate in school and community-based activities. **KNOWLEDGE: Professional Awareness; IC8:S3** R IPTS: 11
47. Maintain confidentiality of medical and academic records and respect for privacy of individuals with disabilities*. **KNOWLEDGE: Professional Awareness IC8:S4** R IPTS: 11

EVALUATION & GRADING:

The grading system is based on grading A - F. Grades are developed jointly by the cooperating teacher and the college supervisor, as evidenced by:

- **Requirement 1: Teacher Candidate Observation and Performance Report** (based on CEC Independence Standards)
- and*
- **Requirement 2: Teacher Candidate Work Sample**

REFERENCES:

- Ford, et al. (1989). *The Syracuse Community-Referenced Curriculum Guide for Students with Moderate and Severe Disabilities*. New York: Paul Brookes.
- Giangreco, M., Coninger, G., & Iverson, V. (1993). *Choosing Outcomes and Accommodations for Children*. New York: Paul Brookes.
- Orelove, F. & Sobsey. (1991). *Educating Children with Multiple Disabilities*. New York: Paul Brookes
- Rhode Island Department of Education. (1994). *The Individual Education Plan (IEP) Manual*.
- Sailor, et al. (1989). *The Comprehensive Local School*. New York: Paul Brookes.
- Snell, M. (1999). *Instruction of Students with Severe Disabilities - Fifth Edition*. NJ: Merrill.
- Turnbull & Turnbull. (1990). *Families, Professionals, and Exceptionality: A Special Partnership*. NJ: Merrill/MacMillan.

Feinstein School of Education and Human Development

Teacher Candidate Work Sample
Teaching Students with Severe/Profound Special Needs

FALL 2010

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

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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.

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

Severe Disabilities Lesson Plan

DESCRIPTION OF THE LESSON: (In one paragraph, describe the lesson)

AAGSEs ADDRESSED:

MATERIALS/ADAPTIVE EQUIPMENT/ASSISTIVE TECHNOLOGY NECESSARY FOR THE LESSON: (list)

Positions the students will be in during the lesson:

Student's Name	Position/ Equipment	Staff Responsible for Student's Position/Involvement

Description of the Lesson

PREREQUISITE SKILLS

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

Beginning/ Introduction	(How do students know the beginning?) How are concepts introduced to the students?
End	(How do students know the end?)

Student-Specific Objectives of the Lesson

Student's Name	Differentiated lesson objective focus for each student (be specific including criterion for this lesson)
	<p>Schedule item/symbol used by this student for this lesson is: _____</p> <p>Primary lesson objective (Math, Reading, Writing, Science):</p> <p>Describe how communication will be supported in the lesson (i.e. use of assistive technology or augmentative communication)</p> <p>Modifications (materials, activity, environmental) made for this student:</p> <p>Measurement: (what data will you take to know you have reached your objective?)</p>
	<p>Schedule item/symbol used by this student for this lesson is: _____</p> <p>Primary lesson objective (Math, Reading, Writing, Science):</p> <p>Describe how communication will be supported in the lesson (i.e. use of assistive technology or augmentative communication)</p> <p>Modifications (materials, activity, environmental) made for this student:</p> <p>Measurement: (what data will you take to know you have reached your objective?)</p>
	<p>Schedule item/symbol used by this student for this lesson is: _____</p> <p>Primary lesson objective (Math, Reading, Writing, Science):</p> <p>Describe how communication will be supported in the lesson (i.e. use of assistive technology or augmentative communication)</p> <p>Modifications (materials, activity, environmental) made for this student:</p> <p>Measurement: (what data will you take to know you have reached your objective?)</p>

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.

Addresses CEC Standards: 2- Development of Characteristics of Learners, 3-Individual Learning Differences

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, K7 ,K9, K10 IIC1K4, IIC1K6 ICC2K3, ICC2K4 ICC3K3, ICC3K4 ICC3K5	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)	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) IIC3K1 IIC3K1-3	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, impact of multiple disabilities, hearing/vision impairments, auditory processing issues.	
Knowledge of Students' Skills And Prior Learning (RIPTS 3) ICC3K2	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 context. 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-K4, IIC1K7, IIC1K8, IIC1K5	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, prevention/intervention strategies, abilities/disabilities, learning styles/ modalities)	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part III: Instructional Implications				
Implications for Instructional Planning and Assessment (RIPTS 4) ICC4S3, ICS4S5 IIC4S2 IIC1K7, IIC1K8, IIC1K5	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)	
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	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) ICC8S8-S9	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) IIC8S1-S4 IIC8S6 IIC7S5	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. Some 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. Most unit objectives will move students towards meeting learning goals. Candidates use appropriate assessments, adapted to the unique sensory, physical, communication needs of the students.	

Part III				
Rationale / Purpose (RIPTS 4) IIC7S8	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 ICC8S8 ICC8S9 IIC8S1-S5	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 may be embedded in task analysis or individualized data collection measures that capture student learning (Accuracy/LOA)	
Multiple Forms of Assessment (RIPTS 9) ICC8S8 ICC8S9 IIC8S1-S5	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) ICC8S8 ICC8S3 ICC8S9	<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.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Rationale for Assessment Choices (RIPTS 9) ICC8S8 ICC8S9 IIC8S1-S5	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 ICC8S9 IIC8S1-S5	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.	
Part II: Narrative				
Rationale for Assessment Plan (RIPTS 9) ICC8S8 ICC8S9 IIC8S1-S5	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	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 ICC858	Pre-assessment data is presented but the format is difficult to navigate. A clear explanation of how pre-assessment data influenced instructional design is lacking.	Pre-assessment data is presented in an organized format. A clear explanation of how pre-assessment data influenced instructional design is lacking.	Pre-assessment data is presented in an organized, detailed format. A rich, insightful explanation of how pre-assessment data influenced instructional design is provided. Background information and baseline data clearly inform criterion for acceptable performance in lesson.	
Unit Visual Organizer (RIPTS 2)	The visual organizer is difficult to navigate. The lessons within the unit are not logically organized (e.g., sequenced).	An organized visual organizer is provided. Most of the lessons within the unit are logically sequenced. Lessons appear to be somewhat useful in moving students toward achieving the learning goals.	An organized, detailed visual organizer is provided. All lessons within the unit are logically sequenced. Lessons are useful in moving students toward achieving the learning goals.	
Lesson Plan CEC Standard Links	<p>1-Description of Lesson (ICC7S10) 2-Link to standards (ICC7K2-3) 3-AT used (ICC7K4) 4-Adapt.Materials & Equipment, Technology, Behavioral Supports, Visual/Hearing supports IIC7K4,ICC7S ICC7S11 ,ICC5S2-S5 5- Plan of support for paraeducators and related service professionals (ICC7K5, ICC7S3)</p>			
	<p>6-Embedded Aug. com. To support learning ICC6K4, IIC6S3, IIC6K1-K2</p> <p>7-Prerequisite skills based on functional assessments (ICCS4)</p> <p>8-Links to IEP objectives (academic, social, communication domains)</p> <p>9-Assessment (CEC #8)</p> <p>10-Reflection of Lesson (ICC7S8), (ICC868)</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> <p>ICC4S2 -Teach problem solving ICC4S5- teach student to self-awareness/control ICC4S3: pbis</p> <p>IIC4S2-AT/adaptations IIC4S4- teach across curricula IIC4S5- adapt for difficulty with perceptions, memory, retrieval (visual prompts) ICC4S6- successful transitions</p>			

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>	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Classroom Climate (RIPTS 6) ICC5S1 ICC5S4-5	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.	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.	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.	
Use of Technology (RIPTS 2) ICC7K1-specialized materials ICC4S2, IIC5S2 Identifies Assistive technology use IIC5S9 Uses positioning strategies	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 devices, 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:

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) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	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) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	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) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	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) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	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) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	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) IIC8S7,ICC7S6, ICC7S13,ICC7S15 IIC7S5-S8	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:

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
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)	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) IIC8S7, ICC8S5, ICC7S6, ICC7S13, ICC7S15 IIC7S5, IIC7S8	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.
Evidence of Impact on Student Learning (RIPTS 9) IIC8S7, ICC7S6, ICC7S13, ICC7S15 IIC7S5, IIC7S8	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) IIC8S7, ICC7S6, ICC7S13, ICC7S15 IIC7S5, IIC7S8	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.
Self Evaluation and Implications for Future Teaching (RIPTS 10) IIC8S7, ICC7S6, ICC7S13, ICC7S15 IIC7S5, IIC7S8	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment. Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment. Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment. Offers a specific rationale as to why these modifications would improve student learning.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target
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:

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
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	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	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 ICC9S5-commitment to practice ICC9S1-S3 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 Special Education 437 665

Teacher Candidate: _____ Emplid: _____

Supervising Professor's Name: _____

Cooperating Teacher's Name: _____

Grade Level/Content Area Assignment: _____

Cooperating School District/School: _____

Person Completing This Observation (Check one):

Cooperating Teacher Supervising Professor

Date: _____

Observation # (Circle one): 1 2 3

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

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

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

College Professor/ Cooperating Teacher's Signature Date

Teacher Candidate's Signature Date

Teacher Candidate Observation and 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 candidate plans a lesson that is ecologically based, is sequentially presented consistent with most student levels of understanding, response modes and engagement	The teacher candidate plans a lesson that is ecologically based, sequentially presented, and consistent with all student levels of understanding, response modes and engagement.
2	Lesson objectives are measurable and observable. ICC7S6	Lesson objectives are not provided/ not matched to student ability and/or content of the lesson.	Lesson objectives are clear, and are differentiated to match most levels of student skills. 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 ICC1K3, ICC1K1; ICC7S1, ICC7K3	Objectives are not aligned with appropriate standards	Teacher candidate's objectives are mostly aligned with appropriate standards, linked to general education curriculum	Teacher candidate's objectives are all aligned with appropriate standards of general education at an age-appropriate level consistent with general curriculum
4	The instructional strategies, activities and technical resources (e.g. augmentative communication, manipulatives, assistive technologies) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles (health, physical, medical needs). ICC2K5-6, ICC2K7, IIC2K23, IIC3K1, IIC3K3; : IIC7S4, IIC7S2, ICC7K4, ICC7S11; ICC6K1, IIC6K1, IIC6K2	Instruction, strategies, resources, or materials are chosen based on some student needs.	The teacher candidate plans instruction, strategies, resources, and materials that consider student age, learning needs and additional considerations such as physical, health, medical, communication and sensory abilities. Technology (low tech and/or high tech) is used as appropriate for the learning task	The teacher candidate plans instruction, strategies, resources, and materials that consider student age, learning needs, physical, health, medical, receptive and expressive communication and sensory abilities. Related services are infused into instruction when appropriate. Technology (low tech and/or high tech) is used consistently as appropriate for the learning task
5	The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, augmentative communication, electronic technology, and supports to writing) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students in least restrictive environments. ICC2K2; ICC4S2; IIC6K2, IIC6S1-2;: IIC7S4, ICC7K4, ICC7S11; ICC1K4, ICC1K1, IIC1K6	Instruction, strategies, resources, or materials are chosen based availability, and offer limited opportunities for diverse learners beyond the classroom.	The teacher candidate's instruction, strategies, resources, and materials consider most student abilities and understanding (i.e. learning, behavior, problem-solving, communication/language, culture) to provide meaningful instruction in least restrictive environments (school, community, vocational).	The teacher candidate's instruction, strategies, resources, and materials consider all student abilities and understanding (i.e. behavior, problem-solving, communication/language, culture) to provide meaningful instruction in least restrictive environments (school, community, vocational).
6	The lesson design demonstrates an accurate understanding of content. 7-Instruct. Plan: ICC7K2	Significant errors in content is presented within the teacher candidate's lesson	Teacher candidate's content is presented accurately in most aspects of the lesson	Teacher candidate's content is accurately presented in all aspects of the lesson
7	The lesson is designed to engage students in meaningful instructional tasks related to content. (i.e. plans for appropriate behavior, communication, social learning, within context of academic learning) ICC4S3, ICC4S5, IIC4S3; ICC7K2, ICC7S14, IIC7S1, IIC7S7, IIC7S8; ICC6S1	Teacher candidate's lesson is planned to engage students, although lesson does not focus on meaningful instruction.	Teacher candidate's lesson is planned to engage students in learning tasks, demonstrate acceptable behavior, and provide opportunities for communicating understanding of content.	Teacher candidate plans a lesson to engage students in learning tasks, with clear criteria for acceptable behavior, and provide opportunities for communication throughout the academic content.

Teacher Candidate Observation and Progress Report

	PLANNING Indicators	Developing	Acceptable	Target
8	The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging. (i.e. takes into account individual learning styles, levels of understanding, auditory, and communication strengths). 3-Ind Learn Differences: ICC3K1, ICC3K2, IIC3K2-3;IIC7S5, ICC7S7; ICC6K4, IIC6S3	The lesson is based on content only with little consideration of student strengths/preferences.	Most aspects of the lesson is on student learning and includes some highly engaging components. Lesson is based on most student strengths (auditory, communication, sensory, learning, structure).	The focus of the lesson is on student learning and includes many highly engaging components. Lesson is based on each student's strengths (auditory, communication, sensory, learning, structure).
9	Formative and/or summative assessments are aligned with objectives (i.e., lesson includes a data collection system/task analysis that assesses identified lesson objectives). 7-Instr Plan: ICC7S4, ICC7S5, ICC7S6; 8-Assessment: ICC8S4,ICC8S8, IIC8S6	Evaluation of students do not clearly match the identified objectives.	Evaluation of student learning is linked to objectives, and incorporates evaluation of some additional skills.	Evaluation of student learning is closely linked to objectives, and incorporates evaluation of behavior, social abilities, and/or communication as appropriate to the students in a way that captures student progress.
10	The lesson incorporates flexibility and plans for re-teaching and/or extension, if needed (i.e., skills generalize to other routines.) ICC7S13	Lesson is planned as an isolated experience with not plans identified for re-teaching or extension	Lesson is planned within the context of other lessons.	Lesson is planned within the context of other lessons and modified to adjust to student learning. Generalization of skills to different tasks/different environments is conveyed

	ACTION: Implementation Indicators	Developing	Acceptable	Target
1	The teacher candidate arranges the physical environment to maximize learning in this particular lesson. (i.e. addresses the physical and sensory needs of students) ICC7S9, IIC7S1, IIC7S5	Teacher candidate does not consider the physical environment to support the learning of students. Assistive technology is not considered.	Teacher candidate arranges the physical environment to maximize students' learning. Some of the following is considered: classroom structure, visual supports, lighting, physical access and clutter are adapted. Assistive technology is considered to assist some students learn.	Teacher candidate arranges the physical environment to maximize all students' learning. Classroom structure, visual supports, lighting, physical access and clutter are adapted. Assistive technology is considered to assist with learning in the environment
2	The teacher candidate attends to individual student needs, including learning and behavioral issues. (i.e. considers effective use of technology supports, paraeducators, peers, and other related service to provide support)ICC7K5, IIC7S3 ICC7S2, ICC7S9, ICC7S11, ICC1K4, ICC4K1, IIC4K1	The teacher candidate attends to the needs of some students. Little collaboration to ensure all student needs are met is evident.	The teacher candidate attends to individual student needs, including learning and behavioral issues. Professionals in the classroom are informed and work together to assist students.	The teacher candidate attends to individual student needs, including learning and behavioral issues. Professionals in the classroom are knowledgeable on their roles and work together to assist students, with carryover of roles evident.
3	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assist. technologies, electronic technology) to promote student learning and creativity. ICC6K4, IIC6S3, IIC7S5	The teacher candidate designs learning experiences without evidence that individual learning needs are considered in selection of digital tools or resources.	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assist. technologies, electronic technology) to promote student learning and creativity	The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assist. technologies, electronic technology) to promote maximum student learning and creativity

Teacher Candidate Observation and Progress Report

	ACTION: Implementation Indicators	Developing	Acceptable	Target
4	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. (i.e. pace, intensity of content, and instructional supports to assist learning) IIC4S5, ICC5K3, ICC7S12	The pace of the lesson and/or intensity of content do not match student learning needs.	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. Intensity of content, memory/perceptual supports, visual supports, are used to match the needs of most students.	The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. Intensity of content, memory/perceptual supports, visual supports, are used to match the needs of all students.
5	The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, augmentative communication, adaptive or assistive technology, electronic technology, graphic organizers). ICC6K4, IIC6S3, IIC6K1 ICC7S13, IIC7S1, IIC7S5	The teacher candidate develops learning activities that do not match most student learning needs	The teacher candidate customizes and personalizes learning activities using digital tools and resources that match all student's needs. Learning activities incorporate manipulatives, aug. communication, adaptive or assistive technology, electronic technology and other adaptations as consistent with some student's learning needs.	The teacher candidate customizes and personalizes learning activities using digital tools and resources that match all student's needs. Learning activities incorporate manipulatives, aug. communication, adaptive or assistive technology, electronic technology and other adaptations as consistent with each student's learning needs.
6	The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. ICC7S15, ICC7S4-5, IIC8S2-4, ICC8S6	The teacher candidate uses an assessment plan that does not convey a match to basic students needs.	The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. Assessment is adapted to match the language, sensory, learning, response-mode, and physical challenges as appropriate for most students.	The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. Assessment is adapted to match the language, sensory, learning, response-mode, and physical challenges as appropriate for each student.
7	The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (i.e., uses communication and prompting methods that match student culture, sensory, tactile, kinesthetic learning needs). ICC6S1, IIC6K1-K2, ICC7S8	The teacher candidate's questioning strategies are not matched to student needs and are not likely to enhance the development of student conceptual understanding/problem solving.	The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving and are individualized to most student needs (i.e. uses communication and prompting methods that match student culture, sensory, tactile/kinesthetic learning needs).	The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving and are individualized to each student needs (i.e. uses communication and prompting methods that match student culture, sensory, tactile/kinesthetic learning needs).
8	The lesson is modified as needed based on formative assessment within the lesson. ICC7S15, ICC8S5	The teacher candidate demonstrates limited analysis of formative assessment, resulting in few modifications.	The teacher candidate demonstrates modification of the lesson, as needed, based on some analysis of formative assessment within the lesson.	The teacher candidate demonstrates modification of the lesson, as needed, based on careful analysis of formative assessment within the lesson.

Teacher Candidate Observation and Progress Report

	ACTION: Content Indicators	Developing	Acceptable	Target
1	The content of the lesson is significant and worthwhile/ecologically based. ICC7S1, ICC7K2	The content of the lesson is selected based on teacher interest, has little connection to student learning abilities	The teacher candidate selects lesson content that is based in the general education curriculum, is somewhat significant, worthwhile, and prioritized based on some student learning abilities.	The teacher candidate selects lesson content that is based in the general education curriculum, is significant, worthwhile, and prioritized based on student learning abilities.
2	The content of the lesson is appropriate for the developmental levels of the students in this class. ICC7S1-S2, ICC7S6	The content of the lesson does not match the developmental levels of the students.	The content of the lesson is appropriate for the developmental levels of the most students in this class, modified to meet most student learning needs.	The content of the lesson is appropriate for the developmental levels of the students in this class, modified to meet individual student learning needs.
3	Students are intellectually engaged with important ideas relevant to the focus of the lesson. ICC7S1	Students are not engaged in the content of the lesson	Students are somewhat intellectually engaged with important ideas relevant to the focus of the lesson.	Students are highly intellectually engaged with important ideas relevant to the focus of the lesson.
4	The teacher candidate provides accurate content information and displays an understanding of important concepts. ICC7S2	The teacher candidate provides content which is inaccurate.	The teacher candidate provides accurate content information and displays an understanding of important concepts.	The teacher candidate provides accurate content information and displays an in-depth understanding of important concepts.
5	Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts.(considers home factors, family perspectives, cult. perspectives) IIC7S6, IIC7K1 ICC1K10, IIC1K1, ICC1K4	The teacher candidate makes few connections to other disciplines or to real-world contexts.	The teacher candidate makes appropriate connections to other areas of the discipline, to other disciplines, and/or to real-world contexts. Considerations of some additional factors are evident.	The teacher candidate makes appropriate connections to other areas of the discipline, to other disciplines, and/or to real-world contexts and considers home factors, family perspectives, regional considerations, and cultural perspectives in making the connections.

	ACTION: Climate Indicators	Developing	Acceptable	Target
1	The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc. ICC5S7	The teacher candidate demonstrates strained relationships with his/her students	The teacher candidate demonstrates positive relationships with his/her students in most ways	The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc
2	There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ) IICC5S13-14, ICC5SK8	The teacher candidate treats others with respect on occasion	There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ)	There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect. (i.e. including behavior that supports cultural difference, family differences, learning differ), supported by teacher candidate model of respect for others.
3	Active participation of all is encouraged and valued. (i.e., identifying realistic expectations, behavioral and/or physical supports, and feedback that match student learning needs.) ICC4S2,IC4K2 ,ICC5S10-11, ICC5S3-4, IIC5S5, IIC5S6-7, ICC5S9	The teacher candidate requires students to participate.	Teacher candidate encourages and values active participation throughout the school day. The teacher candidate identifies realistic expectations, behavioral and/or physical supports, and feedback that match student learning needs.	Teacher candidate encourages and values active participation throughout the school day. The teacher candidate identifies realistic expectations, behavioral and/or physical supports, and feedback that match student learning needs.

Teacher Candidate Observation and 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 ICC5S1, ICC5K4	The teacher candidate demonstrates behavior that can be perceived as approachable at times	The teacher candidate's language and behavior clearly demonstrate that s/he is approachable and supportive to all students	The teacher candidate's language and behavior clearly demonstrate that s/he is approachable, sensitive, and supportive to all students
5	The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions (using positive behavior and intervention systems-PBIS) IIC1K7, IC1K10; ICC4K1; ICC5S1, ICC5S11, ICC5K5	The teacher candidate presents limited opportunity for students to become actively involved in the lesson.	The teacher candidate presents a teaching climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions, using positive behavior and intervention strategies during most times.	The teacher candidate presents a teaching climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions, using positive behavior and intervention strategies at all times.
6	Intellectual rigor, constructive criticism, and the challenging of ideas are evident. (high expectations to match student abilities) ICC5K1; ICC1K9	The teacher candidate provides expectations based on some students.	The teacher candidate provides Intellectual rigor with high expectations for most student, provides constructive criticism, and the challenging of ideas.	The teacher candidate provides Intellectual rigor with high expectations for each student, provides constructive criticism, and the challenging of ideas.
7	There was a high proportion of student-to-student communication about the content of the lesson (consistent with student mode of communication, physical abilities, level of responsiveness due to health issues) IIC5K1, IIC5K3; IIC6K1	The lesson was primarily teacher candidate directed with limited opportunity for student communication.	There were some opportunities for student-to-student communication and/or teacher-to-student communication about the content of the lesson. Teacher candidate uses/encourages communication that is consistent with student's mode of communication.	There was a high proportion of student-to-student communication and/or teacher-to-student communication about the content of the lesson. Teacher candidate uses/encourages communication that is consistent with student's mode of communication, physical abilities, and level of responsiveness.

Teacher Candidate Observation and Progress Report

	ACTION: Classroom Management Indicators	Developing	Acceptable	Target
1	The teacher candidate has an effective way of getting all students in the class to be attentive. (i.e. utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task) IIC1K7; ICC5S2, IIC5S11, IIC5S9; ICC6S1, IIC6K2	The teacher candidate gains attention of students using practices inconsistent with positive behavior support.	The teacher candidate has an effective way of getting most students in the class to be attentive. The teacher candidate utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task as appropriate as appropriate for most students.	The teacher candidate has an effective way of getting all students in the class to be attentive. The teacher candidate utilizes appropriate communication, physical structure, and sensory integration to prepare students for the learning task as appropriate to each student.
2	The teacher candidate does not try to “talk over” the students, (i.e. modifying using appropriate volume and intonation to support student hearing needs and level of communication understanding, addressing problems/attention needs in a constructive way.) IIC1K8; ICC5S5, IIC5S10	The teacher candidate uses voice volume as a primary technique to gain student attention.	The teacher candidate does not try to “talk over” the students. The teacher candidate modifies their voice by using appropriate volume and intonation to support student hearing needs and level of communication of most students. Teacher candidate addresses attention challenges in a constructive way.	The teacher candidate does not try to “talk over” the students. The teacher candidate modifies their voice by using appropriate volume and intonation to support student hearing needs and level of communication. Teacher candidate addresses attention challenges in a constructive way.
3	The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. (i.e. Adapts grouping, and lesson progression to match student and learning needs) IIC5K4	Class time is minimally devoted to academic tasks.	The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. The teacher candidate adapts grouping and lesson progression to match student and learning needs.	The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way. The teacher candidate adapts grouping and lesson progression to match every student’s learning, behavioral and attentional needs.
4	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task. ICC5S10	The teacher candidate addresses the needs of some students.	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task.	The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, and ensure appropriate engagement in the task. This is supported by the coordinated engagement of other classroom professionals working with students.
5	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. ICC4S6; ICC5S12; ICC6S1	The teacher candidate provides minimal directions before moving on to the next task.	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. Some supports are used to assist with transitions.	The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity. Additional supports are used to assist with successful transitions of each student.
6	The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences. IIC1K8; IIC1K7; ICC5S6	The teacher candidate implements inconsistent behavioral interventions that do not convey careful attention to consequences.	The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences	The teacher candidate develops and applies a set of fair classroom rules, and behavioral interventions are based on logical consequences

Teacher Candidate Observation and Progress Report

	Reflection Indicators	Developing	Acceptable	Target
1	The teacher candidate describes how s/he made decisions for planning and implementation. 7-Instruct Plan: ICC7S13, 9-Professional: ICC9S1-2	The teacher candidate presents a limited description for how s/he made decisions for planning and implementation.	The teacher candidate describes how s/he made decisions for planning and implementation.	The teacher candidate clearly and comprehensively describes how s/he made decisions for planning and implementation.
2	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements. 7-Instruct Plan: ICC7S15, 9-Professional: ICC9S11	The teacher candidate presents a limited discussion of the strengths and weaknesses of the lesson, and/or s/he does not generate appropriate ideas for possible improvements.	The teacher candidate discusses the strengths and weaknesses of the lesson and generates appropriate ideas for possible improvements	The teacher candidate clearly and comprehensively discusses the strengths and weaknesses of the lesson and generates highly appropriate ideas for possible improvements.
3	The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues. 8-Assessment: ICC8S9, IIC8S1, ICC8S7 9-Professional: ICC9S13	The teacher candidate presents a limited analysis and assessment of student engagement, progress toward meeting the lesson objectives, and classroom management issues and/or inaccuracies exist.	The teacher candidate accurately analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues.	The teacher candidate clearly and comprehensively analyzes and assesses student engagement, progress toward meeting the lesson objectives, and classroom management issues with a high level of accuracy.
4	The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students. 9-Professional: ICC9S8-9	The teacher candidate demonstrates a limited awareness of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.	The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.	The teacher candidate demonstrates a keen awareness of how his/her demeanor, actions, and reactions affect the classroom climate and individual students.
5	Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons. 9- Professional: ICC9S5	Based on this lesson, the teacher candidate sets a limited number of concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) that s/he will focus on for future lessons and/or the goals set are inappropriate or somewhat inappropriate.	Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) s/he will focus on for future lessons.	Based on this lesson, the teacher candidate sets highly appropriate, concrete goals (e.g. related to flexibility, pace, response to behavioral issues, etc.) that s/he will focus on for future lessons.

Teacher Candidate Observation and Progress Report

	Professional Behavior Indicators	Developing	Acceptable	Target
1	The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty. ICC9S1, ICC9S6, ICC9S7 ICC10S3, ICC10S11	The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with a limited level of courtesy, respect, and honesty.	The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.	The teacher candidate consistently treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with a high level of courtesy, respect, and honesty.
2	The teacher candidate is on time and is prepared. ICC9S1	The teacher candidate demonstrates inconsistencies in his/her ability to be on time and be prepared.	The teacher candidate is on time and is prepared.	The teacher candidate is consistently on time and is consistently well prepared.
3	The teacher candidate dresses professionally. ICC9S1	The teacher candidate demonstrates inconsistencies in his/her practice of dressing professionally.	The teacher candidate dresses professionally.	The teacher candidate consistently dresses professionally.
4	The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House). IIC9S2, ICC9S4; ICC10S2-5, ICC10S7, ICC10S10, ICC10K2	The teacher candidate demonstrates inconsistencies in his/her attendance at faculty and other meetings relating to students, and/or s/he is inattentive, and when applicable, does not take an active role in department (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House).	The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House).	The teacher candidate consistently attends, is highly attentive, and when applicable, takes a highly active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, inclusion planning meetings, Open House).
5	The teacher candidate is able to accept constructive feedback and make the appropriate adjustments. ICC10K1, ICC10S6-8	The teacher candidate demonstrates inconsistencies in his/her ability to accept constructive feedback and make the appropriate adjustments.	The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.	The teacher candidate is consistently able to accept constructive feedback and make the highly appropriate adjustments based on that feedback.
6	The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a professional manner. IIC10K3; ICC1K4, ICC1K3	The teacher candidate demonstrates inconsistencies in his/her ability to balance collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a professional manner.	The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a professional manner.	The teacher candidate consistently balances collaboration (with his/her cooperating teacher, special education teachers, related service personnel, paraprofessionals) and independent work in a highly professional manner.

Teacher Candidate Observation and Progress Report

	Professional Behavior Indicators	Developing	Acceptable	Target
7	The teacher candidate is a thoughtful listener to her students, his/her colleagues, and parents. (considers differences in perspective of family members). 10-Collaboration: ICC10K3, ICC10K4, ICC10S9 1-Foundations: ICC1K10	The teacher candidate demonstrates inconsistencies in his/her ability to be a thoughtful listener to his/her students, colleagues, and parents. Teacher candidate does not consider differences in perspective of family members.	The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents. Teacher candidate considers differences in perspective of family members in most interactions with others.	The teacher candidate consistently demonstrates his/her ability to be a thoughtful listener to her students, colleagues, and parents. Teacher candidate considers differences in perspective of family members in all interactions with others.
8	The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. (i.e. uses information and perspectives from others to plan and adjust student educational planning). 10-Collaboration: ICC10S4, ICC10S2, ICC10S1, ICC10S3, ICC10S4 3- Ind. Learn Diff: ICC3K3-K4	The teacher candidate demonstrates inconsistencies in his/her ability to maintain a nonjudgmental stance toward students, parents, and colleagues. The teacher candidate does not use information and perspectives from others to plan and adjust student educational planning.	The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues. The teacher candidate uses information and perspectives from others frequently to plan and adjust student educational planning.	The teacher candidate consistently maintains a nonjudgmental stance toward students, parents, and colleagues. Teacher candidate uses information and perspectives from others consistently to plan and adjust student educational planning.
9	The teacher candidate is a student advocate. (i.e. supports acquisition of student services, using professional standards (procedures, confidentiality, and collaboration)) 10-Collaboration: IIC10K3, ICC10K1, ICC10S1 1-Foundations: IIC1K5	The teacher candidate demonstrate inconsistencies in his/her advocacy of students. The teacher candidate does not support acquisition of student services and/or does not use professionalism in acquisition of services.	The teacher candidate is a student advocate. The teacher candidate supports acquisition of some student services, using professional standards (i.e. procedures, confidentiality, collaboration).	The teacher candidate 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).

Teacher Candidate Observation and Progress Report

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

Teacher Candidate Observation and Progress Report

	Technology Indicators	Developing	Acceptable	Target
4	The teacher candidate demonstrates fluency with available technology systems. 6-Language: ICC6S2, IIC6S3, ICC6K4 7-Instruct Plan: ICC7K4 8-Assessment: IIC8S5	The teacher candidate <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. 6-Language: ICC6S1	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. 5-Learn Environ: IIC5S2	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). 5-Learn Environ: IIC5S2	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).

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