

Assessment 4 (required) - Pedagogical and Professional Knowledge, Skills, and Dispositions:
Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in
practice

Section IV – Evidence for Meeting Standards
Student Teaching Evaluation

1. Description of the assessment and use in the program

No change.

2. Alignment to Standards:

The chart of how this assessment specifically aligns with the standards it is cited for in Section III

3. A brief analysis of the data findings.

The data collected from the student teaching experiences indicate that cooperating professionals and site supervisors rated all (100%) candidates as meeting or exceeding expectations across the roles and tasks for which they were responsible. The detailed data chart provides opportunity to examine specific competencies; however, since the N is small, it is difficult to discern distinct patterns in ratings. There were a couple instances where field supervisors felt that competencies listed were not applicable, leaving blanks on the form. These blanks tended to be program-specific where, for example, a special educator had an established schedule for providing services that was not negotiable or delivery of instruction took place solely in a pull-out or inclusion model and limited some opportunities for engagement in designated tasks (particularly under program coordinator). The summative chart contains data that provide the perspectives of practitioners, who judged candidates at the end of their professional preparation as being competent across the roles of the special educator and CEC Standards. During the Spring 2007, there seem to be a glitch in data collection as the site professionals are working along with KSC to clarify which documents are required and who is responsible for their completion.

Those candidates who were rated highly appeared to continue their growth trajectory from their methods/ practicum experiences. Specifically, candidates receiving exceeding expectations across the competencies scored high in their methods/ practicum experiences (not a part of the data tables) and in student teaching. Others seemed to demonstrate some added growth, though not necessarily exceeding basic expectations.

4. Interpretation of how data provides evidence that CEC standards have been met.

One hundred percent (100%) of candidates met or exceeded expectations across the range of tasks identified, indicating they have substantive foundational knowledge to observe, understand, and interact with students (Standards 1, 2, 3, 6). Further, the data demonstrate that candidates have met or exceeded expectations with regard to competencies and applications of practices that support their instructional planning, arrangements and use of the learning environments, incorporation of a range of teaching strategies and methodologies, and direct attention to formative and summative assessment of students to document progress and deliver effective instruction (Standards 4, 5, 7, 8). Candidates further met or exceeded expectations when it came to the special education specific tasks of proceeding through the special education process from pre-referral (when opportunities existed) through assessment planning to

data collection and analysis through the development of substantive IEPs (Standards 1, 2, 3, 4, 5, 6, 7, 8). Furthermore, candidates demonstrated their application of foundation knowledge and skills to practices that engage them in carrying out legal mandates, conducting assessments, and writing IEPs that represent long-term instructional planning and recognition of strategies to access general education. Similarly, supervisors reported on candidates' competence in conducting functional behavior assessments to determine factors impacting student behavior and designing behavior intervention plans that were proactive, instructional, and direct in response to student needs and profiles (Standards 2, 3, 4, 5, 6, 7, 8).

While data are positive, there seems to be a need to seek out more supplemental anecdotal information to help target specific perspectives of cooperating teachers/site supervisors and their recommendations for program improvements. The KSC Teacher Education Office is increasing those opportunities by inviting faculty and site supervisors to more meetings during the year with a focus on direct programmatic feedback that directly links to candidates' performance.

The number of evaluations returned to the college is slightly less than the number of candidates who were placed and completed their experiences. Cooperating professionals and site supervisors are gaining an understanding of the KSC data collection process and are becoming more attuned as to which tools to submit. Increased work with field professionals has helped to enhance their use of the designated assessments and further work is scheduled to streamline and/ or promote electronic data collection.

5. ATTACHMENT (A)

Assessment 4 (required) - Pedagogical and Professional Knowledge, Skills, and Dispositions:
Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice

REVISED Assessment Tool or Description of the Assignment *Student Teaching*

The overall assessment of candidates at the student teaching level is based on observation of their work in settings with students, their engagement with professionals and paraprofessionals, and their completion of tasks assigned to fulfill requirements comparable to those of special educators. Cooperating professionals and site supervisors complete the summative tool, which has been redesigned as a rubric. The overall performance is reported on the **SPED Student Teaching Competency Rubric**, which is used midway for informal feedback or to document concerns and at the end of the experience to evaluate candidates' competence. This assessment is based on cooperating teachers and site supervisors summarizing their observations of student teachers' performance in teaching situations and candidates' completion of tasks relevant to the role of the special educator.

Site supervisors and cooperating teachers are given tools to support their observations of candidates at the student teaching level. The tools have undergone revisions since the original report and reflect changes in Assessment 5.

Summative Tool

SPED Student Teaching Competency Rubric

This rubric is designed to give candidates direct feedback regarding field performance, tasks, roles, and responsibilities during student teaching. It is used document related evidence and convey a picture of the candidate across key roles and tasks of special educators. It is used at mid and final points during their placement and is broad-based; the assessment asks the cooperating teacher and site supervisor to examine the extent to which the candidate demonstrates competence as an evaluator, planner, instructor, collaborator, program coordinator, and professional/reflective practitioner. This summative tool is the source of data for evaluating the full student teaching experience. Previously, this tool was a rating scale and is now a rubric that offers cooperating professionals more substantive criteria for making their judgments (the revisions appear in section B).

Formative Assessments

Observation Tools (intermediary tools)

Student Teaching Observation Rubric and Rating Scale

Cooperating professionals are provided with two comparable tools to use as they work with candidates at the student teaching level, observe them with students, and provide ongoing feedback regarding their performance delivering instruction. These tools are provided for both candidates and evaluators in the Student Teaching Handbook and appear here to illustrate the types of data that inform the formative ratings. These tools facilitate conversations among supervisors and candidates. The two tools are thus

available to cooperating professionals and site supervisors for the purpose of documenting observations of candidates' performance and competence that also supports candidates' professional growth.

The observation tools were redesigned to add detail to the criteria for judging candidates' performance and to be consistent with the tool used during the practicum/methods experience. The tools replace three different options that often proved confusing to evaluators (see original report). The rubric and rating scale appear here to provide the definitions of criteria that are contained within and illustrate how they complement one another. There are evaluators who prefer to fill in abbreviated rating scale and that option exists, retaining the same criteria so they can reference the rubric.

Observation Tools

Student Teaching Observation Rubric

LESSON DELIVERY, SUPERVISION, & REFLECTIONS	NEEDS IMPROVEMENT 1	MEETS EXPECTATIONS 2	EXCEEDS EXPECTATIONS 3
PART I: DOCUMENTATION OF LESSON EXECUTION			
STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 7 INSTRUCTIONAL PLANNING STANDARD 8 ASSESSMENT 1. Instructional Objective (s)			
<input type="checkbox"/> States expected outcomes and identifies what student will learn under what conditions and at what criterion <input type="checkbox"/> Addresses objective(s) throughout the lesson <input type="checkbox"/> Uses assessments that connect with instructional objective(s)	Indicates the subject area(s) being studied without honing in on what is being taught, which results in a series of activities without clear focus	Labels the foci of the lesson, giving direction for where the learning experience is headed, though some of the activities are related but do not directly address	Makes foci of lesson explicit, using wording that is comprehensible to students and consistently developing, revisiting, and assessing as the lesson progresses
Rating:			
STANDARD 2 CHARACTERISTICS OF LEARNERS STANDARD 3 INDIVIDUAL LEARNING DIFFERENCES 2. Rationale			
<input type="checkbox"/> Justifies teaching the particular lesson to the students <input type="checkbox"/> Connects lesson to student interest and strengths through questions that activate prior knowledge, assesses present levels of understanding	Justifies the lesson focus through a vague explanation that tells students the skills/concepts will be useful in their future and/or is needed for other learning or plunges into teaching without providing a point of reference	Provides students with a point of reference for the lesson focus, making a connection to prior learning or uses of skill/concepts in daily life	Justifies the lesson focus, giving a brief explanation or eliciting student input regarding how it is relevant to their lives, making skills/concepts meaningful through connections to prior learning, experiences and current questions or challenges
Rating:			

STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 5 LEARNING ENVIRONMENTS STANDARD 6 LANGUAGE 3. Resources, Materials, Supplies, and Space			
<input type="checkbox"/> Uses materials, strategies, and methods to support lesson implementation taking into account learner needs (entry-levels, cultural, linguistic, and gender) <input type="checkbox"/> Arranges physical layout and learning environment (e.g., seating, proximity to instruction, group vs. individual) relative to proposed activities sequence of lesson and student needs <input type="checkbox"/> Incorporates modifications of materials, directions and assistive technology into the plan where appropriate	Uses a limited number of instructional methods and resources during the lesson; struggling to distribute materials to students in orderly fashion, transition them between tasks and with different groupings and keep attention	Works to integrate variety of materials, arrangement of environment, use of groupings to coincide with lesson focus and activity, but requires some further adjustments to accommodate student needs and engagement	Incorporates instructional materials, explanations, assistive technologies, and methodologies into the delivery of the lesson to address objective(s) and student linguistic, cultural, gender, and social needs concurrently; arranging physical space and transitions according to discussion vs. explanation, cooperative vs. independent work, and accessibility of other adults to maximize learning opportunities and enhance student participation
Rating:			
STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 5 LEARNING ENVIRONMENTS STANDARD 7 INSTRUCTIONAL PLANNING 4. Procedures – Executes planned lesson			
4a. Establishes rapport with students and communicates respect for individuality <input type="checkbox"/> Sets rules and expectations for behavior during lesson, shifting as activities demand and following through in response to rule infractions/ misbehaviors <input type="checkbox"/> Builds relationships with students, working with them to regulate their own behavior, make effective choices through reminders, redirection, and reinforcers	Begins lesson by talking over students or waiting for conversation to stop, generally stating that students are required to follow class rules or behave (hesitant to make explicit expectations); talking to students as they work independently and giving general verbal praise as the lesson progresses	Provides general expectations for behavior, clarifying as lesson progresses, using some reminders and logical consequences to follow through; reaching out to students with positive tones and recognizing them for work done during lesson; congratulating efforts and staying with lesson, mixing qualitative feedback and broad statements	Communicates expectations for behavior, having students practice and show what is desirable, offering reminders and redirection as lesson progresses, and delivering logical consequences as needed; picking up on student cues and reaching out to students hear voices, acknowledge their attending, contributing during lesson, making efforts to understand through qualitative feedback, use of names, and building on responses
4b. Introduction/Anticipatory Set			
<input type="checkbox"/> Uses strategies cues for gaining students' attention and interest <input type="checkbox"/> Shares goal for the lesson, using language appropriate for the students involved and conveying	Begins lesson by talking over students or waiting for conversation to stop, generally stating that students are required to follow class rules or behave; often	Gains student attention through an attention signal, uses a prompt (ex. story, picture or question) to present focus of lesson and reason for why it is being	Uses transition strategies to obtain student attention, sets expectations for behavior during the lesson and revise as situation changes;

<p>purpose and relevance of focus for the students</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assesses previous learning of pre-requisite skills through questions, quick task; gaining evidence of students' readiness to participate <input type="checkbox"/> Activates prior knowledge and reviews relevant skills/concepts 	<p>omitting a rationale that makes the study of the topic relevant to students' current lives</p>	<p>taught; asking students to indicate their readiness for instruction through agree-disagree or yes-no questions pertinent to topic</p>	<p>uses open-ended questions, quick writes, pictures, different forms of literature, brief explanations, and/ or activities to activate student connections with the focus and purpose of the lesson so they understand the relevance of why they are learning what is being taught</p>
4c. Body			
<ul style="list-style-type: none"> <input type="checkbox"/> Proceeds in a step-by-step approach; presenting information, using techniques for active engagement (ex. asking questions, giving students opportunity for choral and individual responses, etc.), and providing sequence of activity <input type="checkbox"/> Defines, explains, demonstrates, models the skill/concept to be learned (<i>I do it</i>), using language consistent with the student(s) <input type="checkbox"/> Guides student in meaningful practice (<i>We do it</i>), posing questions and <i>quick</i> tasks, checking for understanding and readiness to progress to other aspects of the lesson <input type="checkbox"/> Assigns independent practice activities (<i>You do it</i>), clearly providing expectations for performance and providing guidelines for expectations 	<p>Conducts lesson in a sequence, minimally developing explanations and modeling that prepare students sufficiently for group and individual practice tasks and/or activities</p>	<p>Executes lesson in an orderly fashion, introducing skills/ concepts, tending to move quickly to activities, backtracking to offer further explanations and modeling (<i>I do-it</i>), proceeding to guided practice (<i>We do-it</i>) and independent or group tasks; using a mix of open-ended and closed questions to involve students, incorporating definitions to enhance language, and sporadically checking for understanding (<i>You do-it</i>)</p>	<p>Executes lesson systematically, drawing from introduction of skill/ concept based on familiar experiences or prior learning, proceeding developmentally and sequentially from modeling (<i>I do-it</i>) to guided practice (<i>We do-it</i>), using activities and questioning techniques to engage students, adopting language commensurate with student needs and expanding vocabulary throughout lesson, checking for understanding, and ensuring student success when assigning independent task (<i>You do-it</i>)</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Involves students in lessons by eliciting frequent responses, promoting related activity, and acknowledging their efforts poses questions <input type="checkbox"/> Monitors student involvement in lesson, understanding of skills, concepts, and investment in independent tasks 	<p>Asks students whether they understand what is presented and what questions they have rather than giving tasks for them to demonstrate what they have gained; often tuning into those who are vocal or off-task</p>	<p>Uses questions, individual and group responses to monitor student progress throughout the lesson, shifting gears as warranted by student confusion, misunderstanding, or competence with reference to lesson focus</p>	<p>Uses a variety of questioning techniques, activity, group response, paired tasks to engage student(s) in lesson; scanning group systematically to acknowledge individuals, check for understanding, and re-teach or give reminders and redirection as needed to maintain progress and attention</p>

<input type="checkbox"/> Uses prompts, provides positive feedback, and corrects errors to respond to student understanding and support meeting lesson objectives <input type="checkbox"/> Structures ways for students to get help, deal with "wait time," make transitions, and use materials <input type="checkbox"/> Offers help and feedback to students in ways that encourages problem solving and participation	<p>Attends to students with raised hands often reprimanding those off-task, working with those individually to show how to begin or complete tasks, explaining their errors rather than engaging them in verbal rehearsals, problem solving, and enhancing or revising their thinking</p>	<p>Offers students options for getting help and limiting wait time; attending to transitions when moving from one section of the room to the next and providing assistance that directly responds to student questions rather than engaging her/ him in problem solving</p>	<p>Establishes structures with students to signal needs, occupy selves while waiting for adult attention or to share answers, and support student movement from one space to a next and/ or one activity to the next; focusing on student self-monitoring and self regulation by figuring out answers, asking questions about confusions, and providing reminders and redirection as needed to maintain attention throughout lesson, offers</p>
<input type="checkbox"/> Manages time allocated for lesson to meet intended objective, keeps pace to maintain student attention, and shifts gears when situation calls for it	<p>Allocates specific time per task rather than flexibly responding to the challenges, questions, and needs of students; working to fit in what is planned</p>	<p>Works within a timeline for the lesson, taking into consideration key tasks and activities, at times rushing questions or need to re-teach when time has elapsed and at times giving students opportunities to stretch or talk to regain focus</p>	<p>Is aware of students as audience as well as the approximate time needed for activities, explanations, check-ins, distribution of materials, and transitions to adjust the pace and content of the lesson; using student performance <i>on the fly</i> to modify plans</p>
4d. Conclusion – Brings closure to lessons			
<input type="checkbox"/> Reviews concepts/ skills taught and relationship to use and relevance for student <input type="checkbox"/> Indicates next steps, previewing next lessons (when appropriate) <input type="checkbox"/> Provides transition to next activity	<p>Draws closure to lesson by asking students to share one 'thing' they learned or if they had fun and telling them to get ready for the next lesson</p>	<p>Involves students in a wrap up of the lesson, revisiting key points of the lesson and having them clean up in preparation for next activity</p>	<p>Wraps up lesson by drawing on independent work to tie elements together and/ or brings group together to recap focus(es) lesson and prepare or predict for next steps, ending lesson clearly and providing bridge to next activity</p>
Rating:			
STANDARD 8 ASSESSMENT			
5. Assessment			
<input type="checkbox"/> Evaluates student understanding and progress throughout lesson, stopping to re-define, give additional demonstrations as needed and in response to students <input type="checkbox"/> Uses assessment tools that directly address lesson objective(s) <input type="checkbox"/> Uses record keeping strategies throughout lesson <input type="checkbox"/> Evaluates data collected, applying prepared rubric, doing work sample analyses (ex. charting, graphing) to evaluate student growth connected with lesson	<p>Asks students whether they understand what is presented and what questions they have at different points during the lesson; relying on a summative task to indicate what students have gained; using a task that has some relationship to the objective(s)</p>	<p>Uses check-in strategies during lesson as indicators of student understanding; at times revamping lesson midstream to refine instruction and ensure outcomes, drawing on materials available based on anticipated challenges Gathers evidence of student understanding or confusions through summative tool that addresses objective(s) of lesson, having a general and related scoring guide</p>	<p>Uses a variety of formative and summative assessment strategies that directly address lesson objectives (ex. quick writes, questions, individual and group responses, etc.) to monitor student progress throughout the lesson and at the end; using data to shift gears as warranted by student confusion, misunderstanding, or competence and analyzing performance on final task with rubric or chart to determine steps for next lesson</p>

PART II: SUPERVISION AND REFLECTIONS			
STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE 6. Reflections - Examine Data; processing what evidence says about student outcomes and relationship with teaching			
<input type="checkbox"/> Evaluates the effectiveness of lesson or related IEP objectives in terms of measurements of student(s) performance during and after the lesson, referencing specific data collected as evidence of student outcomes <input type="checkbox"/> Examines how the assessment tools and tasks provided evidence of what the student(s) gained from learning experience and reflect objectives <input type="checkbox"/> Takes into account how performance is evaluated and other factors may have supported or interfered; examining student work/ behavior in terms of whether: <ul style="list-style-type: none"> ▪ skills addressed by learning experience exceeded student repertoire ▪ student had difficulty seeing the relevance or purpose for learning ▪ methods, materials, directions, sequence of tasks that comprised the learning experience were not effective for the student and/ or topic ▪ some additional supports (ex. problem solving strategies, graphic organizers, structures, modifications) were needed to enhance outcomes ▪ setting arrangements (ex. grouping, pace, physical environment, etc.) required some adjustments to support student engagement and gaining more from the learning experience ▪ teacher behavior, language, and explanations 	Weighs lesson effectiveness by primarily focusing on whether students had fun, stayed engaged, and/ or participated; generalizing based on the feel-good rather than how student performance on task (formative or summative) provided evidence of the appropriateness of objectives, teaching approaches and materials, interactions with students, use of groupings and the environment and/ or how teacher behavior was engaging, responsive to students, conducive to student needs, and facilitated acquisition of skills/ concepts	Reflects on student outcomes and teaching behaviors to examine lesson effectiveness; considering factors that supported or interfered with student participation and propose ways to deal with these factors (e.g., attention, confusion, difficulty with materials, cultural or language barriers) and working to analyze in further detail	Uses lesson and/or IEP objectives' criteria to evaluate data related to student performance during and at the end of the session; analyzing how the impact of language (explanations, vocabulary, and types of questions), format of task(s), quality of lesson elements, teaching methodologies and materials, environmental arrangements, and interactions with students played a role in effectiveness and student outcomes
RATING:			
STANDARD 7 INSTRUCTIONAL PLANNING STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE STANDARD 10 COLLABORATION 7) Identification of Next Steps			

<input type="checkbox"/> Recognizes the gains the student made and identifies what will be repeated and what will be adjusted <input type="checkbox"/> Proposes ways to adjust the focus, structure, materials, setting of the environment to more directly address student needs and produce better outcomes <input type="checkbox"/> Proposes ways to alter teacher behavior in terms of expectations, responses, questioning, directions, use of language, planning	Focuses proposals for subsequent lessons on repeating and drilling content, redefining expectations, reiterating plans, and moving on; taking little responsibility for how the lesson is designed and delivered and the environment that is created	Explores possible modifications to content and teaching strategies based in part on student performance and in part on own feelings of comfort with the lesson, needing to draw more from data	Uses student performance and responsiveness during lesson, on final task, and during closure to determine what objectives to revamp, what content to review, what to re-teach, what to approaches to revise, what explanations to fine tune and how; indicating changes in both the substance of the lesson and teacher behavior
RATING:			
FINAL SCORE/ GRADE FROM OVERALL RATINGS			

ABBREVIATED STUDENT TEACHING OBSERVATION RATING SCALE

LESSON DELIVERY, SUPERVISION, & REFLECTIONS	RATING 1 = NI 2 = ME 3 = EE
PART I: DOCUMENTATION OF LESSON EXECUTION	
1. Instructional Objective (s) (CEC Standards 4,7,8)	Overall Rating:
States expected outcomes and identifies what student will learn under what conditions and at what criterion	
Addresses objective(s) throughout the lesson	
Uses assessments that connect with instructional objective(s)	
2. Rationale (CEC Standards 2, 3)	Overall Rating:
Justifies teaching the particular lesson to the students	
Connects lesson to student interest and strengths through questions that activate prior knowledge, assesses present levels of understanding	
3. Resources, Materials, Supplies, and Space (CEC Standards 4, 5, 6)	Overall Rating:
Uses materials, strategies, and methods to support lesson implementation taking into account learner needs (entry-levels, cultural, linguistic, and gender)	
Arranges physical layout and learning environment (e.g., seating, proximity to instruction, group vs. individual) relative to proposed activities sequence of lesson and student needs	
Incorporates modifications of materials, directions and assistive technology into the plan where appropriate	
4. Procedures – Executes planned lesson (CEC Standards 4, 5, 7)	Overall Rating:
4a. Rules and Expectations Sets rules and expectations for behavior during lesson, shifting as activities demand and following through in response to rule infractions/ misbehaviors	
4b. Introduction/Anticipatory Set Uses strategies cues for gaining students' attention and interest	
Shares goal for the lesson, using language appropriate for the students involved and	

conveying purpose and relevance of focus for the students	
Assesses previous learning of pre-requisite skills through questions, quick task; gaining evidence of students' readiness to participate (Activates prior knowledge and reviews relevant skills/ concepts)	
4c. Body	
Proceeds in a step-by-step approach; presenting information, using techniques for active engagement (ex. asking questions, giving students opportunity for choral and individual responses, etc.), and providing sequence of activity	
Defines, explains, demonstrates, models the skill/concept to be learned (<i>I do it</i>), using language consistent with the student(s)	
Guides student in meaningful practice (<i>We do it</i>), posing questions and <i>quick</i> tasks, checking for understanding and readiness to progress to other aspects of the lesson	
Assigns independent practice activities (<i>You do it</i>), clearly providing expectations for performance and providing guidelines for expectations	
Uses prompts, provides positive feedback, and corrects errors to respond to student understanding and support meeting lesson objectives	
Structures ways for students to get help, deal with "wait time," make transitions, and use materials	
Offers help and feedback to students in ways that encourages problem solving and participation	
Manages time allocated for lesson to meet intended objective, keeps pace to maintain student attention, and shifts gears when situation calls for it	
4d. Conclusion – Brings closure to lessons	
Reviews concepts/ skills taught and relationship to use and relevance for student	
Indicates next steps, previewing next lessons (when appropriate)	
Provides transition to next activity	
5. Assessment (CEC Standards 8) Overall Rating:	
Evaluates student understanding and progress throughout lesson, stopping to re-define, give additional demonstrations as needed and in response to students	
Uses assessment tools that directly address lesson objective(s)	
Uses record keeping strategies throughout lesson	
Evaluates data collected, applying prepared rubric, doing work sample analyses (ex. charting, graphing) to evaluate student growth connected with lesson	
PART II: SUPERVISION AND REFLECTIONS	
6. Reflections to examine data; processing what evidence says about student outcomes and relationship with teaching (CEC Standards 9) Overall Rating:	
Evaluates the effectiveness of lesson or related IEP objectives in terms of measurements of student(s) performance during and after the lesson, referencing specific data collected as evidence of student outcomes	
Examines how the assessment tools and tasks provided evidence of what the student(s) gained from learning experience and reflect objectives	
Takes into account how performance is evaluated and other factors may have supported or interfered; examining student work/ behavior in terms of whether: <ul style="list-style-type: none"> ▪ skills addressed by learning experience exceeded student repertoire ▪ student had difficulty seeing the relevance or purpose for learning ▪ methods, materials, directions, sequence of tasks that comprised the learning experience were not effective for the student and/ or topic ▪ some additional supports (ex. problem solving strategies, graphic organizers, structures, modifications) were needed to enhance outcomes ▪ setting arrangements (ex. grouping, pace, physical environment, etc.) required some adjustments to support student engagement and gaining more from the learning experience ▪ teacher behavior, language, and explanations 	

7) Identification of Next Steps (CEC Standards 7, 9,10)	Overall Rating:	
Recognizes the gains the student made and identifies what will be repeated and what will be adjusted		
Proposes ways to adjust the focus, structure, materials, setting of the environment to more directly address student needs and produce better outcomes		
Proposes ways to alter teacher behavior in terms of expectations, responses, questioning, directions, use of language, planning		
OVERALL RATINGS		

Tasks Required During Student Teaching

No substantive changes to the description of tasks were made in the Student Teaching Handbook.

ATTACHMENT B
Assessment 4 (required) – REVISED Scoring Guide for the Assessment
Student Teaching

The summative, comprehensive tool used to evaluate student teaching, synthesizes data gathered from observations and those connected with the assignments. This tool has undergone major revisions. It was expanded from a rating scale to a rubric and now highlights the key CEC Standards targeted by each set of competencies described per section.

SPED Student Teaching Competency Rubric

Name: _____ Placement: _____
 Cooperating Professional: _____ Date: _____
 Completed by: _____

STANDARD 1 FOUNDATIONS STANDARD 2 CHARACTERISTICS OF LEARNERS STANDARD 3 INDIVIDUAL LEARNING DIFFERENCES STANDARD 8 ASSESSMENT <u>EVALUATOR</u>	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
1. Develops and organizes assessment plans, based on pre-referral/ referral data and other information in student file; organizing what exists, raising corresponding questions, and selecting and justifying assessment strategies and tools to gain an understanding of the student and shed light on who s/he is a learner (ex. reader, writer, mathematician participant, etc.)	Develops broad ideas for assessment plans that are generally relevant to questions surrounding student progress and struggles; proposing tools and strategies that are relevant sources of data, but incomplete	Develops assessment plans that generally connect questions surrounding student progress and struggles with a proposal for tools and strategies that are thorough and relevant sources of data	Develops assessment plans that directly reflect questions surrounding student progress and struggles with a proposal for tools and strategies that are thorough and relevant sources of data
2. Gathers data by administering, recording, and analyzing student performance on assessments, taking into account task demands, environment, and situational factors	Uses general tasks and instruments to collect data on student performance, leading to general charting and analysis and references to task demands, situational factors, and environment	Accesses or designs assessment tools and collects, charts, and analyzes much of student performance, participation, and progress in the area(s) of concern, pulling in some information relevant to task demands, situational factors, and environment	Accesses or designs assessment tools and collects, charts, and analyzes student performance, participation, and progress in the area(s) of concern systematically; taking into account task demands, situational factors, and environment

3. Uses assessment findings to describe the student as a learner, using words that are understood by all constituents and incorporating them into appropriate sections of the IEP (ex. profile/ learning style, present levels of performance)	Provides an overview of the student in the area(s) of concern, with gaps in information, reflecting limitations of assessments and/ or application of knowledge of development, learning and behavior challenges and literacy and mathematics in ways that offer general directions for instruction	Conveys a constructive picture of the student in the area(s) of concern, though several questions persist, applying knowledge of development, learning and behavior challenges and literacy and mathematics in ways that indicate starting points for instruction	Integrates assessment findings to create a comprehensive picture of the student in the area(s) of concern, applying knowledge of development, learning and behavior challenges and literacy and mathematics in ways that target starting points for and approaches to instruction
4. Conducts and analyzes functional behavior assessments to describe behavior(s), determine triggers, identify impact of environment and consequences, and hypothesize the goal behavior achieves	Collects and evaluates observational and reported data regarding student behavior, focusing on the negative qualities of the behavior, though taking a look at possible situational factors that begin to recognize the individuality of the student (ex. language, culture, learning strategies, etc.)	Collects and evaluates observational and reported data regarding student behavior, describing behavior mostly objectively and with consideration of several situational factors, and proposing ways to account for what happens, recognizing the individuality of the student (ex. language, culture, learning strategies, etc.) with some hints of subjectivity	Collects and evaluates observational and reported data regarding student behavior, objectively describing behavior, systematically considering situational factors, and proposing logical ways to account for what happens, recognizing the individuality of the student (ex. language, culture, learning strategies, etc.)
5. Designs tools to document student performance, participation, and progress, figuring out the effectiveness of lessons and student responsiveness to interventions	Uses summative assessments exclusively for IEP and at the end of sets of lessons, gaining a broad perspective of what the student has gained and general idea of effectiveness of more long term instruction, missing the details relevant to specific intervention	Uses primarily summative assessment tasks within IEPs and lessons to gather evidence of student growth and responsiveness to teaching approaches, materials, strategies	Incorporates formative and summative assessment tasks within IEPs and lessons to gather evidence of student growth and responsiveness to teaching approaches, materials, strategies
Rating:			
STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 7 INSTRUCTIONAL PLANNING <u>PLANNER</u>	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
1. Writes goals, objectives, and descriptions of instruction and access to general education for the IEP based on assessment data	Provides an overview for instruction, broadly stated	Sets direction for instruction; giving a broad focus, making some connection to PLOP, making general area(s) of need, and/ or establishing criteria for mastery	Sets focused direction for instruction, making a specific connection with PLOP, honing in on area(s) of need, and establishing criteria for mastery
2. Prepares lessons which blend review, direct instruction, teacher modeling and demonstration, active learning, and evaluation and connect with individual student's IEP	Outlines lesson that is generally focused on quick review or instruction, moving to activity or assignment and keep in mind that some students do have IEPs	Develops lesson that incorporate key IEP information and balance review, direct instruction, opportunities for practice, and demonstration of learning where additional experiences with new skills/ concepts would support students further	Designs lessons that are informed by individual IEPs and help students relate to topic/ skill, see relevance, understand <i>what</i> is being taught, observe and participate in using the skill or topic, and have ample opportunities to practice and demonstrate learning throughout the lesson

3. Creates lessons which draw on prior knowledge, experiences, and successes	Informs students how lesson connects to prior learning and experiences	Provides a hook to engage students in lesson through connections to their lives, a meaningful purpose, and active learning	Develops questions, uses different forms of literature and activities to activate student making connections with the focus of the lesson
4. Articulates procedures for lessons, that represent a sequence of building on prior knowledge, skills, and successes	Provides a skeletal outline for the lesson indicating a sequence, and listing ideas for explanations and modeling and sketch out group and individual practice tasks and/or activities; primarily citing worksheets or workbook pages	Annotates outline for executing the lesson with a specific developmental sequence of activities; conveying some of the language of explanations, phrasing of questions and pertinent definitions and directions to support the population with whom working; demonstrating effective use of materials to engage students, demonstrate skill/ concept, and develop a progression of learning experiences comprised of introduction, body, and conclusion	Devises a sequence of activity, explanation, and engagement to activate prior knowledge and systematically build on prerequisite skills or information to support a progression of student gaining familiarity, grasping, and mastering lesson target(s); attending to language needs for explanations, questions, definitions, directions and embedding them in the introduction, body and conclusion of the lesson
5. Selects and develops teaching strategies, materials, and approaches appropriate for the focus of the lesson and student learning needs	Proposes an activity or use of material to coincide with lesson focus, struggling to attend to linguistic, cultural, gender and social needs and IEP recommendations concurrently	Infuses instructional methods (questions, explanations, demonstrations, etc.) and resources (illustrations, literature, assistive technologies etc.) that address lesson objectives; student linguistic, cultural, gender, and social needs; with an awareness of IEP goals;	Incorporates instructional methods (questions, explanations, demonstrations, etc.) and resources (illustrations, literature, assistive technologies etc.), into lesson that are appropriate for the language and academic level of the student(s), matched with IEP goals, and directly correlated with lesson objectives and reflective of accurate and relevant content knowledge
6. Plans use of different tasks to allow student to gain familiarity, practice, and work toward mastery with skills/ concepts	Chooses one or two tasks to correspond with lesson rather than focusing on their supporting students developmentally through the lesson and skill acquisition	Uses materials and tasks that increase in difficulty to correspond with the lesson's focus; needing to further acknowledge the level of student language, prerequisite skill mastery to insure addressing the range of needs of class/ group	Selects and designs materials and activities are to correspond with student(s) level and provide sequential development of student competence and confidence with targeted skills/ concepts
7. Designs questions, group and individual assignments to correspond with lesson objectives	Uses direct yes-no questions to move students through discussion and group and individual assignments; taking a narrow approach to lesson foci	Uses instructional materials, activities, groupings, and tasks (questions, uses different forms of literature and activities, etc.) to address lesson targets and generate data around student outcomes	Creates and sequences use of instructional materials, activities, groupings, and tasks (questions, uses different forms of literature and activities, etc.) to reflect lesson targets and generate relevant formative and summative data

8. Anticipates use of time, logistics of lessons, and possible challenges that may arise	Allocates time per task according to what is available for the lesson rather than what is involved (ex. movement, distribution of materials, explanations, student responses, etc.)	Provides a timeline for the lesson, taking into consideration key tasks and activities without anticipating the incidentals and questions that may arise	Approximates the amount of time for activities, explanations, check-ins, distribution of materials, transitions to determine how to schedule and pace the lesson
9. Evaluates the effectiveness of planned lessons and instructional materials as a basis for adapting curriculum and adjusting instruction as dictated by student needs	Offers a brief review of how the lesson went, focusing on personal comfort, student engagement, and the assignments produced; limiting attention to details that inform how to enhance the lesson's learning experiences	Reflects on how lesson plan supported outcomes for students, examining the appropriateness of objectives, teaching approaches, interactions, use of groupings; providing a plan for next steps	Reflects on what worked during lesson, given student performance and attention to different aspects of lesson, and proposes alternatives to lesson objectives, pace of lesson, teacher explanation and questions, teacher-student interactions, groupings, quality of materials, types of activities, arrangement of environment; providing a specific plan for next steps
10. Generates a behavior intervention plan that reflects FBA data and suggests strategies to modify teacher behavior, alter potential triggers, teach replacement behaviors and social skills, and alternate the consequences following behaviors	Creates a general behavior intervention plan that mentions some of the following ways to address the function of the behavior, including student in planning alternatives, incorporating direct instruction of social skills, and proposing ways to modify characteristics of the instructional setting, teacher behavior. Suggests strategies that are related to behavior, but ignore some of the data collected.	Creates a behavior intervention plan that offers ideas to address the function of the behavior, includes student in planning alternatives, incorporates direct instruction of social skills, and proposes ways to modify characteristics of the instructional setting, teacher behavior. Identifies a variety of general strategies to use depending on situations.	Creates and organizes a behavior intervention plan that systematically addresses the function of the behavior, includes student in planning alternatives, incorporates direct instruction of social skills, and proposes ways to modify characteristics of the instructional setting, teacher behavior. Articulates a range of pro-active, instructional, and response strategies to use depending on specific situations.
11. Works with classroom teacher to identify adjustments of lesson objectives, modifications of assignments and materials, alternatives to approaches, supplementary instruction to support student access to the general education curriculum and classroom	Develops instructional experiences to complement general education class, often after reviewing what is expected and working independently from the planning of general education classroom	Partners with classroom teacher to create access to general education curriculum, typically divvying up how to alter lesson objectives to reflect student competence and needs, vary materials and tasks to facilitate participation and learning, and/ or provide additional experiences to ensure success	Collaborates to create access to general education curriculum by co-planning and/ or co-teaching learning experiences to ensure success; cooperatively altering lesson objectives to reflect student competence and needs, jointly varying materials, tasks, and setting to facilitate participation and learning
Rating:			

STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 5 LEARNING ENVIRONMENTS STANDARD 6 LANGUAGE STANDARD 7 INSTRUCTIONAL PLANNING <u>INSTRUCTOR</u>	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
1. Teaches with enthusiasm as evidenced by eye contact and animation of voice and actions	Conveys low energy and investment in lesson through monotone voice and limited gestures; losing student attention to tasks	Uses voice intonations, facial expressions, and/ or gestures at different points during the lesson; at times losing student attention as a result of being inaudible, difficult to follow	Uses voice intonations, facial expressions, gestures to engage student attention from the outset of lesson and throughout
2. Involves student(s) in lessons by reviewing prior learning, explaining the purpose, and making relevant	Tends to tell the students what connections to make with the lesson or relies on students' understanding their need to know topic/ skill for future learning	Asks questions or provides explanations to show students the relationship between lesson focus and their previous experience, needing to make connections more explicit and relevant	Uses open-ended questions, quick writes, pictures, different forms of literature, brief explanations, and/ or activities to activate student connections with the focus and purpose of the lesson
3. Begins lessons by gaining student attention, stating rules and expectations, reviewing prior learning, and stating the purpose and relevance	Begins lesson by talking over students or waiting for conversation to stop, generally stating that students are required to follow class rules or behave; often omitting a rationale that makes the study of the topic relevant to students' current lives	Uses strategy for gaining and regaining student attention throughout the lesson (ex. clapping, chimes) and states expectations broadly (ex. respect), sometimes giving reference to the specific desirable behaviors per segment of the lesson	Uses transition strategies to gain student attention, sets expectations for behavior during the lesson and revising as situation changes, and offers a brief explanation for why students are learning what is being targeted by the lesson in ways that are relevant for them
4. Presents lessons in a step by step manner, progressing from introduction to demonstration, explanation, modeling to guided practice to independent assignments	Treats introduction to lesson more as a bridge to activity or assignment than the initial step of introducing skill(s)/concept and then teaching through modeling, guiding, and checking; resulting in student confusion and limited readiness for assigned tasks	Proceeds through lesson in an organized fashion, moving from introduction to practice to mastery where time on vocabulary may be expanded to enhance understanding or additional guided practice may help make the point, or increasing student group responses may add to understanding prior to assignment of independent or cooperative tasks (often a sense of rushing the steps or treating them too briefly)	Executes lesson systematically, introducing skill/ concept based on familiar experiences or prior learning, proceeding sequentially from modeling (I do –it) to guided practice (We do-it), using activities and questioning techniques to engage students, adopting language commensurate with student needs and expand vocabulary throughout lesson, check for understanding, and ensure student success when assigning independent task
5. Involves students in lessons by eliciting frequent responses, promoting related activity, and acknowledging their efforts	Uses frequent reminders to students to attend to task, expecting activity to engage students	Uses question-answer, activity, verbal reminders, redirection, and reinforcers to engage students in lesson	Uses a variety of questioning techniques, activity, group response, paired tasks to engage student(s) in lesson

6. Communicates clearly and comprehensibly with students, using language consistent with their level and explaining concepts, assignments, and performance expectations understandably	Offers explanations that ramble, resulting in student confusion with word choice or sentence structure; working to be more organized in presentation and intentional about vocabulary and syntax to correspond with that of students'	Presents explanations, directions, and questions concisely, addressing the linguistic level of students, though needing to be more aware of word choice and subtleties of word order that can be confusing	Uses vocabulary and sentence structure during explanations, questioning, directions for tasks that are consistent with student linguistic level, intentionally presenting new words or ideas relevant to topic and/ or tasks assigned
7. States rules, expectations, and consequences for performance and behavior and follows through on them	Begins lesson by talking over students or waiting for conversation to stop, generally stating that students are required to follow class rules or behave (hesitant to make explicit expectations); talking to students as they work independently and giving general verbal praise as the lesson progresses	Provides general expectations for behavior, clarifying as lesson progresses, using some reminders and logical consequences to follow through; reaching out to students with positive tones and recognizing them for work done during lesson; congratulating efforts and staying with lesson, mixing qualitative feedback and broad statements	Communicates expectations for behavior, having students practice and show what is desirable, offering reminders and redirection as lesson progresses, and delivering logical consequences as needed; picking up on student cues and reaching out to students hear voices, acknowledge their attending, contributing during lesson, making efforts to understand through qualitative feedback, use of names, and building on responses
8. Checks for student understanding throughout lesson	Asks students whether they understand (ex. thumbs up or down) what is presented and what questions they have at different points during the lesson; relying on what students have gained; using a task that has some relationship to the objective(s)	Uses check-in strategies during lesson as indicators of student understanding; at times revamping lesson midstream to refine instruction and ensure outcomes, drawing on supplemental materials available based on anticipated challenges	Uses questions, individual and group responses to monitor student progress throughout the lesson, shifting gears as warranted by student confusion, misunderstanding, or competence with reference to lesson focus; implementing a variety of formative and summative assessment strategies to directly address lesson objectives and monitor student progress and responsiveness to instruction
9. Structures ways for students to get help, deal with "wait time," make transitions from one task to the next, and use materials	Attends to students with raised hands often reprimanding those off-task, expecting students to remain focused as activity and place changes within the lesson or for the next	Offers students options for getting help and limiting wait time; attending to transitions when moving from one section of the room to the next, expecting students to stay with the lesson even as activity shifts	Establishes ways for students to signal needs, options for getting help (ex. buddy, teacher, etc.) strategies for waiting for adult attention or sharing answers, and activities to support student movement from one space to a next and/ or one activity to the next
10. Monitors student involvement in lesson, understanding of skills, concepts, and investment in independent tasks	Asks students whether they understand what is presented and what questions they have at different points during the lesson; relying on a summative task to indicate what students have gained; using a task that has some relationship to the objective(s)	Uses check-in strategies during lesson as indicators of student understanding; at times revamping lesson midstream to refine instruction and ensure outcomes, drawing on materials available based on anticipated challenges	Scans group systematically, acknowledges individuals and group, checks for understanding and uses student responses to shift gears and re-teach, and gives students reminders and redirection as needed to maintain attention

11. Arranges the physical learning environment to enhance student participation and completion of tasks	Limits use of classroom space and types of groupings; staying with either large group or individual work; appearing manageable, though requiring reminders to students about staying on task	Arranges environment, use of groupings to coincide with lesson focus and activity, but requires some further adjustments to accommodate student needs and engagement	Takes into account use of space for group vs. individual work, discussion vs. explanation, cooperative vs. independent work, availability of teacher
12. Brings closure to lessons by reviewing concepts taught and preparing for the next activity/ transition	Draws closure to lesson by asking students to share one 'thing' they learned or if they had fun and telling them to get ready for the next lesson	Involves students in a wrap up of the lesson, revisiting key points of the lesson and having them clean up in preparation for next activity	Uses independent work to tie lesson elements together and/ or brings group together to recap focus(es) of lesson and prepare or predict for next steps, ending lesson clearly and providing bridge to next activity
13. Establishes rapport with students and communicates respect for individuality	Talks to students, giving directions for tasks, repeating their responses to questions, and giving general verbal reinforcers as the lesson progresses	Reaches out to students; sharing stories and humor and recognizing them as a group and at times individually for work done during lesson; congratulating efforts and staying with lesson, mixing qualitative feedback and broad statements	Reaches out to students; giving them voice to share, offering stories and humor, and acknowledging attention, input during lesson, efforts to understand through qualitative feedback, use of names, and building on responses
14. Manages time and pace of lessons, shifting directions and activities when the situation calls for it	Allocates specific time per task rather than flexibly responding to the challenges, questions, and needs of students; working to fit in what is planned rather than respond to attention, understanding students exhibit	Works within a timeline for the lesson, taking into consideration key tasks and activities, at times rushing questions or need to re-teach when time has elapsed and at times giving students opportunities to stretch or talk to regain focus	Is aware of time as lesson progresses, along with student attention to task/ activity, giving opportunities to stretch, talk, or work independently as warranted; adjusting pace for activities, time allotted for tasks and explanations, and content covered
15. Offers help and guides students through learning, keeping responsibility for work on the student	Explains students what their errors are rather than engaging them in verbal rehearsals, problem solving, and enhancing or revising their thinking	Provides assistance that directly responds to student questions rather than engaging her/ him in problem solving	Provides assistance by asking student to share thinking, give information, or ask a question; re-teaching as needed and encouraging risk taking, self-evaluation, and discovery
16. Documents student performance and revises instruction accordingly; offering additional review, providing alternative approaches, or moving on to other skills	Asks students whether they understand what is presented and what questions they have at different points during the lesson; relying on a summative task to indicate what students have gained; using a task that has some relationship to the objective(s)	Uses check-in strategies during lesson as indicators to revamp lesson midstream; responding to student understanding or misunderstanding and using prepared supplemental materials that are available based on anticipated challenges; collecting and evaluating product with a general scoring guide as evidence of participation and learning	Uses a variety of formative and summative assessment strategies that directly address lesson objectives (ex. quick writes, questions, individual and group responses, etc.) to monitor student progress throughout the lesson and at the end; using data to shift gears as warranted by student confusion, misunderstanding, or competence and analyzing performance on final task with rubric or chart to determine steps for next lesson Gathers evidence of student understanding or confusions through summative tool at the end of the lesson
Rating:			

STANDARD 1 FOUNDATIONS STANDARD 2 CHARACTERISTICS OF LEARNERS STANDARD 3 INDIVIDUAL LEARNING DIFFERENCES STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 5 LEARNING ENVIRONMENTS STANDARD 7 INSTRUCTIONAL PLANNING STANDARD 8 ASSESSMENT STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE STANDARD 10 COLLABORATION PROGRAM COORDINATOR (Solo Week)	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
1. Oversees the planning, implementation and evaluation of multiple IEPs concurrently during solo week.	Monitors delivery of instruction to students assigned in caseload, keeping the schedule, staying focused on attendance and participation in and out of the general education	Takes responsibilities for designing, implementing instruction for caseload, using IEPs as points of reference; documenting student progress and checking in with general education teachers and paraprofessionals to determine how well students are doing	Takes responsibilities for designing and implementing instruction for caseload (as prescribed by IEPs), documenting student responsiveness to learning experiences and meeting and collaborating with general education teachers and/ or paraprofessionals ensuring continuity of student programming and checking in to evaluate student progress and effectiveness of service delivery
2. Schedules flexible grouping to arrange for student participating in both special education and inclusive settings during solo week.	Keeps to time allocations for student involvement in general and special education, needing to enhance communication and co-planning to ensure coherence of programs for students	Coordinates the who, what, and when of instruction; ensuring identified students opportunities to participate in general education and also receive supplemental/ more intensive instruction	Co-plans with general education teacher and paraprofessionals to determine opportunities for students in and out of general education; establishing support and/ or supplemental or complementary groups to promote learning and tracking student progress
3. Uses a master schedule that includes direct and indirect service, evaluation, planning, and collaboration during solo week	Sketches out the week's plans, leaving gaps of time, which should be allocated for specific individuals, groups, or meetings	Prepares a thorough set of plans for students, including groupings, place for instruction, lists of needed materials, and overview of learning experiences	Documents weekly plans for students; taking into account needs of learners, availability of resources, classroom schedules, groupings for instruction, time for collaborations and assessments

4. Manages the multiple tasks and responsibilities of a special education teacher.	Works to complete demands required of special educator, often uncomfortable sharing views about student needs (IEP or in general education), which may result from falling behind in paper work related to assessment, IEPs, and documentation of student progress, though prepared for lessons for which directly responsible	Attends to roles of evaluator, planner, instructor to assess and monitor student progress, provide instruction, and is working on aspects of collaboration, building voice and confidence	Participates in collaborative meetings to create access to general education, monitor student progress, case manage, while balancing the range of demands and paper work of being an evaluator, planner, instructor
Rating:			
STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE STANDARD 10 COLLABORATION <u>PROFESSIONAL / REFLECTIVE PRACTITIONER</u>	1 Needs Improvement	2 Meets Expectations	3 Exceeds Expectations
1. Demonstrates responsibility by arriving when scheduled, being prompt and prepared for working in setting	Tends to be late for scheduled sessions and meetings and submission of paper work; often sharing being overwhelmed by the demands	Meets obligations to school, cooperating professional, and students, getting to places on time with materials needed to assess, teach, plan, and touch base on progress	Arrives at school early, stays late in order to access colleagues for the purposes of co-planning, collaborating on assessment results, checking in on student progress, and developing instructional opportunities
2. Presents self with assurance and poise	Struggles with self-assurance, often looking to cooperating teacher or paraprofessionals for help with regard to expectations, transitions to next activities, or sharing information in meetings	Presents self with confidence, facilitating lessons, providing transitions to next lesson, and participating in meetings; at times abdicating to cooperating professional out of respect or concern for possibly misspeaking	Demonstrates presence in the classroom, setting expectations, following through, and taking charge of situations, using effective communication skills, asking questions, advocating for self and students
3. Accepts and follows through on assigned responsibilities of student teaching experience (on and off site)	Completes assigned tasks, asking for extensions on due dates or relying on spontaneous versus planned lessons, or offering generalities in paperwork	Manages the variety of tasks inherent in student teaching/ the role of the special educator; completing the tasks assigned	Creates opportunities to engage in the range of special educator roles (evaluator, planner, instructor, collaborator, program coordinator)
4. Takes initiative in participating in environment, creating teaching opportunities and finding materials and resources	Waits to be asked to do something within setting, often uncomfortable initiating or unaware of what to do in different circumstances	Reads situations and works with students as needed rather than sit and watch, brings in some materials for instruction but relies on cooperating teacher's resources	Picks up on student and setting needs while volunteering to develop materials, prepare additional lessons, and engage in activities as support
5. Works cooperatively with cooperating professional and other professionals in the setting(s)	Attends discussions with professionals working in assigned settings but limits input and participation in collaboration, waiting to be assigned what to do	Gains confidence to work with cooperating teacher, general educators, and paraprofessionals; listening to their ideas and offering some of own in order to create opportunities to actively participate in a variety of settings	Establishes working alliances with teachers and paraprofessionals, co-planning lessons, brainstorming approaches, and co-teaching to support student participation and progress

6. Discusses issues pertaining to students discretely and with respect for confidentiality	Is often in the moment, showing a need for information and slipping into conversation about a student, which threatens confidentiality	Is aware of when to ask questions about student progress and gain others' perspectives and most often waits for students to be elsewhere, though will ask without identifiers	Raises questions concerning student progress and challenges, making opportunities for collaboration at times when all can participate and students are elsewhere
7. Indicates awareness of own professional strengths and areas in need of improvement	Describes the effectiveness of lessons, assessments, IEPs and BIPs, collaborations without clear reference to student outcomes and/or own professional competencies; conveying comfort with the status quo	Reflects on professional competence, areas in need of improvement by evaluating own performance in the roles of evaluator, planner, instructor, program coordinator, and collaborator; identifying areas of strength and outlining a general plan for growth	Reflects on professional competence and areas in need of improvement by examining outcomes for students as a result of planning and instruction; effectiveness of IEPs and BIPs as consequence of collecting, analyzing, and reporting assessment data; access to general education as product of collaboration; identifying plans for growth
8. Seeks out, listens to, and acts on constructive feedback from cooperating professional and site supervisor	Engages in supervision discussions as a means of enhancing professional competence; taking information provided with regard to student performance on formative and summative tasks to determine whether lesson objectives were met; hypothesizing which aspects of the lesson supported or deterred student achievement and how performance represented teacher effectiveness; using feedback on activity across different special educator roles and responsibilities to plan changes	Engages in supervision discussions as a means of enhancing professional competence; taking information provided with regard to student performance on formative and summative tasks to determine whether lesson objectives were met; hypothesizing which aspects of the lesson supported or deterred student achievement and how performance represented teacher effectiveness; using feedback on activity across different special educator roles and responsibilities to plan changes	Engages in supervision discussions as a means of enhancing professional competence; taking information provided with regard to student performance on formative and summative tasks to determine whether lesson objectives were met; hypothesizing which aspects of the lesson supported or deterred student achievement and how performance represented teacher effectiveness; using feedback on activity across different special educator roles and responsibilities to plan changes
Rating:			

COMMENTS:

ATTACHMENT C
Assessment 4 (required) – Data Derived from Assessment
Student Teaching

SPED Student Teaching Competency Rubric	Fall 2006						Spring 2007						Spring 2008					
	Needs Improvement		Meets Standards		Exceeds Standards		Needs Improvement		Meets Standards		Exceeds Standards		Needs Improvement		Meets Standards		Exceeds Standards	
	N = 6						N = 4						N = 4					
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
EVALUATOR																		
STANDARD 1 FOUNDATIONS																		
STANDARD 2 CHARACTERISTICS OF LEARNERS																		
STANDARD 3 INDIVIDUAL LEARNING DIFFERENCES																		
STANDARD 8 ASSESSMENT																		
1. Develops and organizes assessment plans (original rating scale 1)	0	0.00%	4	66.67%	2	33.33%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	1	25.00%	3	75.00%
(original rating scale 2)	0	0.00%	3	50.00%	3	50.00%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	1	25.00%	3	75.00%
(original rating scale 3)	0	0.00%	5	83.33%	1	16.67%	0	0.00%	3	75.00%	0	0.00%	0	0.00%	3	75.00%	1	25.00%
2. Gathers data (original rating scale 4)	0	0.00%	4	66.67%	2	33.33%	0	0.00%	4	100.00%	0	0.00%	0	0.00%	1	25.00%	3	75.00%
3. Uses assessment findings to describe the student as a learner (original rating scale 5)	0	0.00%	4	66.67%	2	33.33%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	1	25.00%	3	75.00%
4. Conducts and analyzes functional behavior assessments to describe behavior(s) (original rating scale 7)	0	0.00%	2	33.33%	2	33.33%	0	0.00%	4	100.00%	0	0.00%	0	0.00%	1	25.00%	3	75.00%
5. Designs tools to document student performance, participation, and progress (original rating scale 8)	0	0.00%	4	66.67%	2	33.33%	0	0.00%	4	100.00%	0	0.00%	0	0.00%	1	25.00%	3	75.00%
PLANNER																		
STANDARD 4 INSTRUCTIONAL STRATEGIES																		
STANDARD 7 INSTRUCTIONAL PLANNING																		
1. Writes goals, objectives, and descriptions of instruction and access to general education for the IEP based on assessment data	0	0.00%	4	66.67%	1	16.67%	0	0.00%	4	100.00%	0	0.00%	0	0.00%	2	50.00%	2	50.00%

2. Prepares lessons which blend review, direct instruction, teacher modeling and demonstration, active learning, and evaluation and connect with individual student's IEP	0	0.00%	4	66.67%	2	33.33%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	1	25.00%	3	75.00%
3. Creates lessons which draw on prior knowledge, experiences, and successes	0	0.00%	3	50.00%	3	50.00%	0	0.00%	2	50.00%	2	50.00%	0	0.00%	1	25.00%	3	75.00%
4. Articulates procedures for lessons, that represent a sequence of building on prior knowledge, skills, and successes	0	0.00%	3	50.00%	3	50.00%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	2	50.00%	2	50.00%
5. Selects and develops teaching strategies, materials, and approaches appropriate for the focus of the lesson and student learning needs	0	0.00%	3	50.00%	3	50.00%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	2	50.00%	2	50.00%
6. Plans use of different tasks to allow student to gain familiarity, practice, and work toward mastery with skills/ concepts	0	0.00%	3	50.00%	3	50.00%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	2	50.00%	2	50.00%
7. Designs questions, group and individual assignments to correspond with lesson objectives	0	0.00%	3	50.00%	3	50.00%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	2	50.00%	2	50.00%
8. Anticipates use of time, logistics of lessons, and possible challenges that may arise	0	0.00%	3	50.00%	3	50.00%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	2	50.00%	2	50.00%
9. Evaluates the effectiveness of planned lessons and instructional materials as a basis for adapting curriculum and adjusting instruction as dictated by student needs	0	0.00%	4	66.67%	2	33.33%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	2	50.00%	2	50.00%
10. Generates a behavior intervention plan that reflects FBA data and suggests strategies to modify teacher behavior, alter potential triggers, teach replacement behaviors and social skills, and alternate the consequences following behaviors	0	0.00%	2	33.33%	1	16.67%	0	0.00%	4	100.00%	0	0.00%	0	0.00%	1	25.00%	3	75.00%
11. Works with classroom teacher to identify adjustments of lesson objectives, modifications of assignments and materials, alternatives to approaches, supplementary instruction to support student access to the general education curriculum and classroom	0	0.00%	4	66.67%	2	33.33%	0	0.00%	2	50.00%	1	25.00%	0	0.00%	2	50.00%	2	50.00%
INSTRUCTOR																		
STANDARD 4 INSTRUCTIONAL STRATEGIES																		
STANDARD 5 LEARNING ENVIRONMENTS																		
STANDARD 6 LANGUAGE																		
STANDARD 7 INSTRUCTIONAL PLANNING																		
1. Teaches with enthusiasm as evidenced by eye contact and animation of voice and actions	0	0.00%	2	33.33%	4	66.67%	0	0.00%	1	25.00%	2	50.00%	0	0.00%	1	25.00%	3	75.00%
2. Involves student(s) in lessons by reviewing prior learning, explaining the purpose, and making relevant	0	0.00%	4	66.67%	2	33.33%	0	0.00%	1	25.00%	2	50.00%	0	0.00%	1	25.00%	3	75.00%

3. Begins lessons by gaining student attention, stating rules and expectations, reviewing prior learning, and stating the purpose and relevance	0	0.00%	3	50.00%	3	50.00%	0	0.00%	1	25.00%	2	50.00%	0	0.00%	1	25.00%	3	75.00%
4. Presents lessons in a step by step manner, progressing from introduction to demonstration, explanation, modeling to guided practice to independent assignments	0	0.00%	4	66.67%	2	33.33%	0	0.00%	2	50.00%	1	25.00%	0	0.00%	1	25.00%	3	75.00%
5. Involves students in lessons by eliciting frequent responses, promoting related activity, and acknowledging their efforts	0	0.00%	3	50.00%	3	50.00%	0	0.00%	1	25.00%	3	75.00%	0	0.00%	2	50.00%	2	50.00%
6. Communicates clearly and comprehensibly with students, using language consistent with their level and explaining concepts, assignments, and performance expectations understandably	0	0.00%	2	33.33%	4	66.67%	0	0.00%	2	50.00%	2	50.00%	0	0.00%	1	25.00%	3	75.00%
7. States rules, expectations, and consequences for performance and behavior and follows through on them	0	0.00%	3	50.00%	3	50.00%	0	0.00%	2	50.00%	1	25.00%	0	0.00%	1	25.00%	3	75.00%
8. Checks for student understanding throughout lesson	0	0.00%	3	50.00%	3	50.00%	0	0.00%	2	50.00%	2	50.00%	0	0.00%	1	25.00%	3	75.00%
9. Structures ways for students to get help, deal with "wait time," make transitions from one task to the next, and use materials	0	0.00%	5	83.33%	1	16.67%	0	0.00%	3	75.00%	0	0.00%	0	0.00%	2	50.00%	2	50.00%
10. Monitors student involvement in lesson, understanding of skills, concepts, and investment in independent tasks	0	0.00%	2	33.33%	3	50.00%	0	0.00%	4	100.00%	0	0.00%	0	0.00%	2	50.00%	2	50.00%
11. Arranges the physical learning environment to enhance student participation and completion of tasks	0	0.00%	4	66.67%	1	16.67%	0	0.00%	3	75.00%	0	0.00%	0	0.00%	1	25.00%	3	75.00%
12. Brings closure to lessons by reviewing concepts taught and preparing for the next activity/ transition	0	0.00%	4	66.67%	2	33.33%	0	0.00%	4	100.00%	0	0.00%	0	0.00%	3	75.00%	1	25.00%
13. Establishes rapport with students and communicates respect for individuality	0	0.00%	1	16.67%	5	83.33%	0	0.00%	1	25.00%	3	75.00%	0	0.00%	1	25.00%	3	75.00%
14. Manages time and pace of lessons, shifting directions and activities when the situation calls for it	0	0.00%	3	50.00%	2	33.33%	0	0.00%	2	50.00%	2	50.00%	0	0.00%	1	25.00%	3	75.00%
15. Offers help and guides students through learning, keeping responsibility for work on the student	0	0.00%	4	66.67%	2	33.33%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	1	25.00%	3	75.00%
16. Documents student performance and revises instruction accordingly; offering additional review, providing alternative approaches, or moving on to other skills	0	0.00%	4	66.67%	2	33.33%	0	0.00%	3	75.00%	1	25.00%	0	0.00%	1	25.00%	3	75.00%
Program Coordinator																		
STANDARD 1 FOUNDATIONS																		
STANDARD 2 CHARACTERISTICS OF LEARNERS																		
STANDARD 3 INDIVIDUAL LEARNING																		

DIFFERENCES			
STANDARD 4 INSTRUCTIONAL STRATEGIES			
STANDARD 5 LEARNING ENVIRONMENTS			
STANDARD 7 INSTRUCTIONAL PLANNING			
STANDARD 8 ASSESSMENT STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE			
STANDARD 10 COLLABORATION			
1. Oversees the planning, implementation and evaluation of multiple IEPs concurrently during solo week.	0 0.00% 4 66.67% 1 16.67%	0 0.00% 4 100.00% 0 0.00%	0 0.00% 2 50.00% 2 50.00%
2. Schedules flexible grouping to arrange for student participating in both special education and inclusive settings during solo week.	0 0.00% 3 50.00% 0 0.00%	0 0.00% 4 100.00% 0 0.00%	0 0.00% 2 50.00% 2 50.00%
3. Uses a master schedule that includes direct and indirect service, evaluation, planning, and collaboration during solo week	0 0.00% 3 50.00% 3 50.00%	0 0.00% 4 100.00% 0 0.00%	0 0.00% 2 50.00% 2 50.00%
4. Manages the multiple tasks and responsibilities of a special education teacher.	0 0.00% 2 33.33% 2 33.33%	0 0.00% 4 100.00% 0 0.00%	0 0.00% 2 50.00% 2 50.00%
Professional / Reflective Practitioner			
STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE			
STANDARD 10 COLLABORATION			
1. Demonstrates responsibility by arriving when scheduled, being prompt and prepared for working in setting	0 0.00% 2 33.33% 4 66.67%	0 0.00% 2 50.00% 2 50.00%	0 0.00% 1 25.00% 3 75.00%
2. Presents self with assurance and poise	0 0.00% 3 50.00% 3 50.00%	0 0.00% 2 50.00% 2 50.00%	0 0.00% 1 25.00% 3 75.00%
3. Accepts and follows through on assigned responsibilities of student teaching experience (on and off site)	0 0.00% 4 66.67% 2 33.33%	0 0.00% 2 50.00% 2 50.00%	0 0.00% 1 25.00% 3 75.00%
4. Takes initiative in participating in environment, creating teaching opportunities and finding materials and resources	0 0.00% 3 50.00% 3 50.00%	0 0.00% 3 75.00% 1 25.00%	0 0.00% 1 25.00% 3 75.00%
5. Works cooperatively with cooperating professional and other professionals in the setting(s)	0 0.00% 2 33.33% 4 66.67%	0 0.00% 2 50.00% 2 50.00%	0 0.00% 1 25.00% 3 75.00%
6. Discusses issues pertaining to students discretely and with respect for confidentiality	0 0.00% 2 33.33% 4 66.67%	0 0.00% 1 25.00% 3 75.00%	0 0.00% 1 25.00% 3 75.00%
7. Indicates awareness of own professional strengths and areas in need of improvement	0 0.00% 4 66.67% 2 33.33%	0 0.00% 2 50.00% 1 25.00%	0 0.00% 2 50.00% 2 50.00%
8. Seeks out, listens to, and acts on constructive feedback from cooperating professional and site supervisor	0 0.00% 3 50.00% 3 50.00%	0 0.00% 1 25.00% 3 75.00%	0 0.00% 1 25.00% 3 75.00%

Summative Table for SPED Student Teaching Competency Rubric
Student Teaching Component

Overall Assessment Scores		FA06						SP07						SP08					
STANDARD 1 FOUNDATIONS STANDARD 2 CHARACTERISTICS OF LEARNERS STANDARD 3 INDIVIDUAL LEARNING DIFFERENCES STANDARD 8 ASSESSMENT																			
		Needs Improvement		Meets Expectations		Exceeds Expectations		Needs Improvement		Meets Expectations		Exceeds Expectations		Needs Improvement		Meets Expectations		Exceeds Expectations	
		0-7		8-14		15-21		0-7		8-14		15-21		0-7		8-14		15-21	
Evaluator		0	0.00%	0	66.67%	0	0.00%	0	0.00%	2	50.00%	2	50.00%	0	0.00%	1	25.00%	3	75.00%
STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 7 INSTRUCTIONAL PLANNING																			
		Needs Improvement		Meets Expectations		Exceeds Expectations		Needs Improvement		Meets Expectations		Exceeds Expectations		Needs Improvement		Meets Expectations		Exceeds Expectations	
		0-11		12-22		23-33		0-11		12-22		23-33		0-11		12-22		23-33	
Planner		0	0.00%	2	33.33%	4	66.67%	0	0.00%	2	50.00%	2	50.00%	0	0.00%	1	25.00%	3	75.00%
STANDARD 4 INSTRUCTIONAL STRATEGIES STANDARD 5 LEARNING ENVIRONMENTS STANDARD 6 LANGUAGE STANDARD 7 INSTRUCTIONAL PLANNING																			
		Needs Improvement		Meets Expectations		Exceeds Expectations		Needs Improvement		Meets Expectations		Exceeds Expectations		Needs Improvement		Meets Expectations		Exceeds Expectations	
		0-16		17-32		33-48		0-16		17-32		33-48		0-16		17-32		33-48	
Instructor		0	0.00%	1	16.67%	5	83.33%	0	0.00%	1	25.00%	3	75.00%	0	0.00%	1	25.00%	3	75.00%
STANDARD 1 FOUNDATIONS STANDARD 2 CHARACTERISTICS OF LEARNERS																			

STANDARD 3 INDIVIDUAL LEARNING DIFFERENCES								
STANDARD 4 INSTRUCTIONAL STRATEGIES								
STANDARD 5 LEARNING ENVIRONMENTS								
STANDARD 7 INSTRUCTIONAL PLANNING								
STANDARD 8 ASSESSMENT								
STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE								
STANDARD 10 COLLABORATION								
Program Coordinator (solo week)			Needs Improvement	Meets Expectations	Exceeds Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations
			0-4	5-8	9-12	0-4	5-8	9-12
			1 16.67%	4 66.67%	1 16.67%	0 0.00%	4 100.00%	0 0.00%
STANDARD 9 PROFESSIONAL AND ETHICAL PRACTICE								
STANDARD 10 COLLABORATION								
Professional/ Reflective Practitioner (Collaborator)			Needs Improvement	Meets Expectations	Exceeds Expectations	Needs Improvement	Meets Expectations	Exceeds Expectations
			0-8	9-16	17-24	0-8	9-16	17-24
			0 0.00%	2 33.33%	4 66.67%	0 0.00%	1 25.00%	3 75.00%