College of Education and Human Development
Division of Special Education and disAbility Research

Spring 2022
EDSE 483 001: Internship: Adapted (Severe Disabilities)
CRN: 24098, 12 – Credits

Instructor: Dr. Melissa Ainsworth	**Meeting Dates:** 1/24/22 – 5/18/22
Phone: 703-993-5469	**Meeting Day(s):** N/A
E-Mail: mainswor@gmu.edu	**Meeting Time(s):** N/A
Office Hours: by appointment	**Meeting Location:** N/A; Placement Site
Office Location: 206A Finley	**Other Phone:**

Note: **This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.**

Prerequisite(s):
EDSE 466. Minimum grade of "C".

Co-requisite(s):
None

Course Description
Applies university coursework in Special Education-Adapted Curriculum to instruction of students with severe disabilities who access the adapted curriculum in two supervised internship settings, including an elementary and secondary school placement. Includes a 2-hour seminar held six times throughout the semester. Note: Prior to registration, students must demonstrate that VDOE-required teacher assessments and First Aid/CPR/AED certification for licensure have been met. Application for internship must be on file by program deadline.

Course Overview
EDSE483 includes two supervised internships at the elementary level and secondary level in which teacher candidates apply coursework in Special Education-AdaptedCurriculum to plan for and to provide instruction to K-12 students with severe disabilities who access the adapted curriculum. EDSE483 includes an internship seminar.

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Did you know that to receive your teaching license you need to submit your request to VDOE? Once you've graduated, follow the instructions at https://cehd.gmu.edu/teacher/instructions.

Course Delivery Method

This course will be delivered using the following:
1. Discussion activities and assignments
2. Application activities and assignments
3. Individual and/or small group activities
4. Research-based writing activities and assignments
5. Video and other media supports
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 1/24/22

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

  To get a list of supported operation systems on different devices see: [Tested devices and operating systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (https://get.adobe.com/reader/)
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (https://support.microsoft.com/en-us/help/14209/get-windows-media-player)
  - [Apple Quick Time Player](www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)
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Expectations
- Course Week:
  Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials. In addition, students must log-in for all scheduled online synchronous meetings
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the

instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service

Learner Outcomes

This is a Mason Core Capstone Course. Upon completion of this course, students will be able to:

1. Demonstrate understanding of development and the ability to plan and execute curriculum appropriate to the chronological ages, developmental and functional levels of the students being taught.

2. Demonstrate the integration of the theoretical methodology with the practical applications in the field.

3. Demonstrate positive and appropriate interactions with students, families and other professionals. This includes the ability to manage the classroom/resource room, co-teach in a general education setting, develop and enforce classroom expectations, develop strategies to anticipate behaviors and deal with them, and work through transitions during the day. This also includes demonstration of confidentiality when communicating about students with disabilities.

4. Develop and implement developmentally and functionally appropriate intervention activities within a variety of settings, including those that enhance and support integration and/or inclusion as well as those activities that are therapeutically based. This includes demonstration of a positive learning environment geared to the individual as well as the group. This may also be demonstrated in the general classroom environment as well as special education settings.

5. Demonstrate the ability to work collaboratively as part of a team including but not limited to general and special educators and therapists, parents and other related/support staff.

6. Demonstrate the ability to be lead teacher by overseeing the entire classroom while also meeting the individual needs of students, directing/teaming with assistants, and monitoring the ongoing activities and tone of the class. If working with students on an individual basis, demonstrate the ability to plan for that student based on goals and objectives and provide on-going assessment for both the child and the intervention sessions.

7. Demonstrate support within an integrated environment, as appropriate. This includes knowledge of general curriculum specific to the ages and grades of students, ability to

modify the general education curriculum as needed, ability to work with general education staff in a manner which enhances the education of the student(s) with disabilities by providing direct or indirect support and the knowledge of how to work with groups of students demonstrating mixed abilities and needs (whether identified with disabilities or not).

8. Select and utilize assessment and/or monitoring tools and strategies, including but not limited to county-wide assessments, SOLs, VAAP etc.

9. Demonstrate competence in working with students who do not use verbal language including integration of AAC strategies and devices into lessons.

10. Develop developmentally, educationally and functionally appropriate IEPs.

11. Select and utilize workable and useful data/record keeping strategies.

12. Monitor and analyze teaching performance.

13. Demonstrate additional competencies contained in personal goals statement or delineated by the mentor teacher and/or university supervisor.

14. Engage in self-reflection on developing and implementing lessons for student(s) with disabilities.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 2: Learning environments (InTASC 3); CEC Standard 4: Assessment (InTASC 6); CEC Standard 5: Instructional planning and strategies (InTASC 7,8); CEC Standard 6: Professional learning and ethical practice (InTASC 9) & CEC Standard 7: Collaboration (InTASC 10).

Required Texts

GMU Division of Special Education and disAbility Research. 2021/2022). *Special Education Internship Handbook.* **Fairfax, VA: George Mason University**

Recommended Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Required Resources

Access to Blackboard

Additional Readings

As assigned by Instructor and posted on Blackboard

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA.

For EDSE 483, the required PBA is Clinical Evaluation Continuum –Final Evaluation. Please check to verify your ability to upload items to VIA before the PBA due date.

Assignments and/or Examinations

> **Performance-based Assessment**
> **(VIA submission required)**
> EDSE 483 Clinical Evaluation Continuum – Final Evaluation: Throughout the internship, candidates are evaluated on the Clinical Evaluation Continuum through formal and informal observations, as well as other internship assignments, by the mentor teacher and university supervisor. At the end of each internship placement, the university supervisor (in collaboration with the mentor teacher) completes a final evaluation of candidate's performance during internship. Candidates must meet expectations on average ratings in both internship settings to pass the course. At the end of each internship experience, candidates must upload the signed and completed Clinical Evaluation Continuum to Blackboard.

> **College Wide Common Assessment**
> **(VIA submission required)**
> Teacher Candidate Dispositions Rating (Assessment B; see Internship Handbook) – see Professionalism assignment description below.

Other Assignments

Observations: Teacher candidates must be formally observed by the university supervisor at least three times for each internship placement (i.e., at least six observations total for both the elementary and secondary placements) and by the mentor teacher at least 1 time for each internship placement (i.e., at least 2 observations total for both the elementary and secondary placements). Candidates must submit a lesson plan using the Special Education-General Curriculum lesson plan template to the university supervisor/mentor teacher 48 hours before the scheduled observation. Candidates must participate in a pre-observation and post-observation conference with the university supervisor/mentor teacher. The university supervisor/mentor teacher will write an Observation Summary to document what was observed during the lesson, which elements of the Clinical Evaluation Continuum rubric were demonstrated, and strengths, weaknesses, and instructional suggestions that were discussed during the pre- and/or post-

observation conferences. Candidates must upload completed and signed Observation Summary forms to Blackboard. See the internship handbook for all required forms and templates

3.   **Log of Hours and Summary Form:** Candidates must complete a log of hours for each internship placement. Candidates must complete at least 75 hours of direct teaching and 75 hours of indirect teaching in each internship setting (i.e., 150 hours of direct teaching and 150 hours of indirect teaching total) to be eligible to pass the course. At the end of each internship placement, candidates will complete the Summary Form and have it signed by the university supervisor and mentor teacher at the final conference. The log of hours and summary form for both internship placements must be uploaded to Blackboard.

4.   **Video Reflections:** Candidates must complete two video reflections in each internship setting (i.e., four reflections total). Candidates will video a lesson. Within 24 hours of the lesson, the candidate will watch the video and complete a Reflection Matrix. Candidates will upload the lesson plan (using the Special Education-General Curriculum lesson plan template) and the completed Reflection Matrix (with timestamps listed to indicate where in the video parts took place) to Blackboard within 48 hours of the lesson.

5.   **Weekly Lesson Plans:** Candidates will work with their mentor teacher to come up with a lesson plan system that works for their classroom. Candidates will be responsible for maintaining weekly lesson plans and sharing these with the university supervisor upon request.

6.   **Professionalism:** Candidates are expected to display professional behavior and dispositions at all times, in accordance with CEC, CEHD, Special Education-General Curriculum program, and school policies/expectations. University supervisors will evaluate candidates' professional behavior and dispositions at the midpoint and end of each internship. At the final conference for each internship, the final professionalism ratings will be uploaded to Blackboard/Tk20. The rubric will be posted on Blackboard and discussed in seminar.

7.   Seminar Participation: Teacher candidates will attend all seminars (three per internship placement) and actively participate in seminar activities. Candidates are responsible for all assigned readings prior to the seminar. Teacher candidates are expected to display appropriate professional skills and dispositions throughout the clinical experience. Candidates are expected to adhere to all school rules and policies, CEHD and program expectations, and the CEC code of ethics.

Assignment Summary

EDSE 482 Clinical Evaluation Continuum – Final Evaluation (1 per internship placement)
Observations (3 from university supervisor and 1 from mentor teacher, per internship placement)
Log of Hours and Summary Form (1 per internship placement)
Video Reflections (2 per internship placement)

| Weekly Lesson Plans |
| Professionalism |
| Seminar Participation |

Course Policies and Expectations

Attendance/Participation

- Attendance/Participation: Teacher Candidates completing Traditional internships are required to follow the Mentor Teacher's daily schedule. Candidates must be punctual, arrive when the Mentor Teacher arrives, and leave when the Mentor Teacher leaves. When an absence is unavoidable, the Candidate must notify the school office personnel, Mentor Teacher, and University Supervisor as far in advance as possible. If the Teacher Candidate is absent on a day when he/she is expected to teach, lesson plans and materials must be delivered to the Mentor Teacher before class begins.

- Holidays and Vacations: Candidates must follow the calendar of their assigned school for their internship. The school's calendar may be different from George Mason's calendar during the semester of internship. The Teacher Candidate always follows the calendar of the assigned school during internship. This applies to Thanksgiving and spring break holidays as well.

Late Work
Not applicable

Other Requirements

- **Personal Appearance and Professional Conduct:** Candidates must dress professionally and exhibit professional behavior in their assigned school at all times. Candidates must read their assigned school's faculty handbook and conform to the professional expectations of that school. If a Candidate cannot find a copy of the faculty handbook, he/she should contact the Mentor Teacher. Candidates should also note that Mentor Teachers and University Supervisors evaluate a Candidate's teaching dispositions and professionalism during the internship.

- **Teacher Candidates and Substitute Teachers**: Teacher candidates may NOT act as substitute teachers under any circumstance. A school division-designated substitute teacher must be provided when a Mentor Teacher is absent.

- **Important Considerations**: If Candidates do not comply with on-site school expectations, school divisions have the right to request the Candidate be removed from the assigned school. There is no guarantee that a Teacher Candidate will be approved for an alternate assignment or location. Candidates who do not uphold the professional behaviors and dispositions promoted by CEHD may be removed from internship and/or referred to the Office of Student and Academic Affairs as needed. On-site school expectations include the social media presence of Teacher Candidates. The Teacher Candidate Dispositions Rating

includes the expectations for teaching dispositions. Each school site has faculty expectations outlined in a faculty handbook. Candidates are strongly encouraged to purchase professional liability insurance through membership in the Student Virginia Education Association, the Council for Exceptional Children, or through a private carrier in case of civil legal action. Candidates employed by a school division are encouraged to purchase additional coverage to supplement what is provided.

Grading
- S - Satisfactory: Teacher Candidate successfully meets the clinical internship requirements and can be recommended for teacher licensure.
- NC - No Credit: Teacher Candidate will not be recommended for teacher licensure unless he/she repeats all or part of the internship with satisfactory performance. This may require enrolling and paying tuition for additional credit hours in a subsequent semester or paying a fee for extended supervision. In some cases, a grade of NC may be accompanied by a recommendation that the Teacher Candidate not be allowed to repeat the internship. In such cases, the Candidate may be counseled out of the licensure program although not necessarily out of the degree program.
- IP - In Progress: The Teacher Candidate's performance cannot be evaluated at the end of the grading period. IP grade can be changed to S or NC upon completion of requirements.

*Note: The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (https://oai.gmu.edu/) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas

where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator. See https://cehd.gmu.edu/epo/candidate-dispositions.

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

The teacher candidate, mentor teacher, and university supervisor work together to determine the schedule of observations and activities. Therefore, the triad should agree upon the basic schedule during the initial meeting of the internship.

Week	Topics	Assignments Due
Pre-internship	**GMU Special Education Internship Orientation**	
1	**Internship Placement #1 Seminar #1**	**Initial Conference**
2	**Internship Placement #1**	**Observation #1**
3	**Internship Placement #1**	
4	**Internship Placement #1 Seminar #2**	**Observation #2 Reflection #1 Due Mid-point Conference**
5	**Internship Placement #1**	
6	**Internship Placement #1**	
7	**Internship Placement #1 Seminar #3**	**Observation #3 Reflection #2 Due**
8	**Internship Placement #1**	**Final Conference & all paperwork**
9	**Internship Placement #2 Seminar #4**	**Initial Conference**
10	**Internship Placement #2**	**Observation #1**
11	**Internship Placement #2**	
12	**Internship Placement #2 Seminar #5**	**Observation #2 Reflection #1 Due Mid-point Conference**
13	**Internship Placement #2**	
14	**Internship Placement #2**	
15	**Internship Placement #2 Seminar #6**	**Observation #3 Reflection #2 Due**
16	**Internship Placement #2**	**Final Conference & all paperwork**

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: See Core Values (http://cehd.gmu.edu/values/).

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See Disability Services (https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-confidential Employee" and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)

Internship Rubric

for Candidates in Initial Adapted Curriculum Licensure Program

Candidate's Name

Mentor Teacher

University Supervisor

School		School Division	
Subject Area		Grade Level	
Year		Semester	
Date of Observations			
Date of Conference		Mid-Point _____ Final _____	

Signature Indicating Participation in Review/Conference Process:

_____

Mentor Teacher   **Date**

_____

University Supervisor   **Date**

_____

Candidate   **Date**

Purpose and Instructions

Consistent with the College of Education and Human Development's conceptual framework, the purpose of the Internship Rubric is to prepare candidates to reflect on their practice and to provide a system for Candidates, Mentor Teachers, and University Supervisors to assess a candidate's growth over time. The Rubric is designed to assess a candidate's growth during the internship. The Rubric consists of Interstate Teacher Assessment and Support Consortium (InTASC) and Council for Exceptional Children (CEC) standards (i.e., the Specialized Professional Association [SPA] for special education programs), each with a series of key elements. The candidate is assessed on each element across the rubric.

The University Supervisor and Mentor Teacher will complete the Rubric with the Candidate at the end of each internship. The University Supervisor and Mentor Teacher should evaluate every item on the Rubric, whether by observation or by other documentation. The Teacher Candidate will be required to upload a copy of the signed and completed Internship Rubric to VIA at the end of the internship, and the University Supervisor will complete ratings within VIA to reflect the final rubric ratings.

Scoring Guidelines

3-Exceeds Standard: Candidates receive a score of 3 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.

2-Meets Standard: This is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 2 have successfully met the standard.

1-Does not meet standard: Candidates receive this score when their understanding and effort does not meet the Target. Candidates who receive a 1 have not successfully met the target.

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
InTASC Standard 1: Learner Development				
IT 1. *The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*	The evidence indicates that the Candidate demonstrated a partial understanding of learners' developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners; instruction was inappropriate and/or inaccessible for groups of learners.	The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.	The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.	
InTASC Standard 2: Learner Differences				
IT 2. *The candidate uses understanding of individual differences, diverse cultures, and communities to ensure inclusive learning environments that enable each learner to meet high standards.*	The evidence indicates that the Candidate demonstrated only partial familiarity with the learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and/or was unable to use this information to inform instruction to meet the needs of the learner.	The evidence indicates that the Candidate demonstrated familiarity with groups' and individual learners' backgrounds (analysis of learners' readiness for learning and prior experiences) and was able to use this information to inform instruction to create a positive culture of respect and rapport in the classroom that meets the needs of all learners.	The evidence indicates that the Candidate demonstrated a deep understanding of each learner's background and was able to use this information to inform instruction that meets the needs of all learners and articulates the connection between specific strategies, content and delivery to meet the needs of individual learners and groups of learners in the classroom.	
InTASC Standard 3: Learning Environment				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
IT 3. *The candidate works with others to create face-to-face and virtual environments that support individual and collaborative learning, encourage positive social interaction, active engagement in learning, and self- motivation.*	**The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.**	**The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs, including in virtual environments.**	**The evidence indicates that the Candidate demonstrates respect for and interest in individual learner's experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.**	
CEC Standard 2: Learning Environments				
CEC 2a. *Creates an orderly and supportive environment by designing and managing routines.*	**Candidate fails to design and manage classroom routines thereby fails to create an orderly and supportive environment.**	**Candidate creates an orderly and supportive environment by designing and managing classroom routines.**	**Candidate actively analyzes the needs of the learners with moderate to severe exceptionalities in order to create an orderly and supportive environment. Candidate manages classroom routines and is responsive to the changing needs of the students with moderate to severe exceptionalities.**	
CEC 2b. *Motivates students with moderate to severe exceptionalities through interesting and challenging activities.*	**Candidate fails to develop interesting and challenging activities to motivate students with moderate to severe exceptionalities.**	**Candidate motivates students with moderate to severe exceptionalities through interesting and challenging activities.**	**Candidate takes student interests and abilities into consideration and designs a variety of learning activities, which motivate and challenge students with moderate to severe exceptionalities. Candidate uses evidence-based practices to motivate students with moderate to severe exceptionalities.**	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 2c. *Organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.*	**Candidate organizes, develops, and sustains a safe, equitable, positive and supportive learning environment but fails to demonstrate that diversities are valued.**	**Candidate organizes, develops, and sustains a safe, equitable, positive and supportive learning environment in which diversities are valued.**	**Candidate solicits student input and provides opportunities for choice making in order to organize, develop and sustain a safe, equitable, positive and supportive learning environment. Candidate analyzes students' linguistic and cultural background and considers the class diversity while establishing the learning environment.**	
CEC 2d. *Designs learning environments that encourage active participation in individual and group activities and encourage student independence.*	**Candidate fails to design learning environments that encourage participation in individual and group activities or to encourage student independence.**	**Candidate designs learning environments that encourage active participation in individual and group activities and encourage student independence.**	**Candidate designs learning environments that are multisensory, integrates social skills instruction and strategies for enhancing motivation for each individual student and the group as a whole as they design learning environments that encourage active participation in individual and group activities and encourage student independence.**	
CEC 2e. *Modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.*	**Candidate fails to modify the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.**	**Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning.**	**Candidate modifies the learning environment to manage behaviors, time, space, and materials to keep students with moderate to severe exceptionalities productively involved in learning. Candidate establishes clear classroom procedures, discourages disruptions, and promotes interaction with students with moderate to severe exceptionalities.**	
CEC 2f. *Demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.*	**Candidate demonstrates the ability to manage two or more classroom activities simultaneously but fails to provide attention to each.**	**Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each.**	**Candidate demonstrates the ability to manage two or more classroom activities simultaneously, with evidence of attention to each. Candidate moves efficiently between and among activities, making adaptations as necessary to promote student success.**	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 2g. *Uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.*	Candidate is ineffective in using behavior management strategies to handle disruptive or destructive behavior.	Candidate uses effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	Candidate plans and implements individualized behavior plans, which include effective and varied behavior management strategies and handles disruptive or destructive behavior firmly and fairly.	
CEC 2h. *Communicates high expectations while respecting and valuing individual differences and cultural diversity.*	Candidate fails to communicate high expectations for all students with moderate to severe exceptionalities.	Candidate promotes appropriate student behavior through clear communication of high expectations for all students with moderate to severe exceptionalities.	Candidate communicates high expectations; develops an awareness of student behavior within the context of student background and cultural diversity.	
CEC 2i. *Uses the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.*	Candidate uses behavior management strategies which do not meet the needs of the individual with exceptional learning needs.	Candidate uses the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.	Candidate gathers background information on the individual with exceptional learning needs and analyzes upon this information in order to determine the most appropriate least intensive behavior management strategy. Candidate implements this strategy with fidelity, makes modifications as needed, and examines the efficacy of the strategy following the intervention.	
CEC 2j. *Establishes and maintains rapport with individuals with and without exceptional learning needs.*	Candidate fails to establish caring, friendly interactions or a rapport with students with and without exceptional learning needs.	Candidate establishes and maintains rapport with individuals with and without exceptional learning needs.	Candidate consistently establishes caring, friendly interactions and a positive rapport with students with and without exceptional learning needs.	
InTASC Standard 4: Content Knowledge				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
IT 4: *The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects accessible and meaningful for learners to ensure content mastery.*	The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear and/or was not able to provide an effective alternate explanation for learner misconceptions.	The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.	The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content‑related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of experiences, and opportunities to build a higher‑level of understanding of content for all learners.	
InTASC Standard 5: Application of Content				
IT 5: *The candidate understands how to connect concepts and use different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*	The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of problem solving and/or did not explore content through real-world and cross-curricular connections.	The evidence indicates that the Candidate used collaborative problem solving as a way to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners.	The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking by the learners leading to a higher level of learner understanding of content.	
InTASC Standard 6: Assessment				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
IT 6: *The candidate understands and uses multiple methods of assessment, including digital tools, to engage learners in their own growth, to monitor learner progress, and to guide teacher and learner decision making.*	The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning by using a variety of assessments therefore did not have opportunities of feedback or analysis of learner data to inform future instruction.	The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.	The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities, and the Candidate consistently analyzed data to inform instruction, with a clearly articulated rationale for data-based instructional decisions.	
CEC Standard 4: Assessment				
CEC 4a. *Creates and explains criteria for assessing student work.*	Candidate does not explain criteria for assessing/monitoring student progress. Criteria for assessment are non-existent or inappropriate for the lesson/task.	Candidate creates and explains criteria for assessing student progress.	Candidate chooses appropriate assessment tools and strategies, communicates criteria to students with moderate to severe exceptionalities and collaborative team, confirms their understanding, and applies criteria consistently.	
CEC 4b. *Plans for using various methods to assess students' learning.*	Candidate fails to plan for using various methods to assess students' learning.	Candidate plans for using various methods to assess students' learning.	Candidate plans for using various evidence-based methods to assess students' learning.	
CEC 4c. *Regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.*	Candidate fails to monitor student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate regularly monitors student progress and assesses for understanding and mastery through observation of students' performance and evaluation of their work.	Candidate plans and implements ongoing assessments to check for understanding and mastery of concepts through observation of students' performance and evaluation of their work and clearly communicates their assessment findings to the students with moderate to severe exceptionalities and other key stakeholders.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 4d. *Conducts formal and informal assessments using appropriate technologies as supports.*	**Candidate fails to conduct formal and informal assessments using appropriate technologies as supports.**	**Candidate conducts formal and informal assessments using appropriate technologies as supports.**	**Candidate selects. adapts/modifies, and conducts formal and informal assessments that accommodate the unique needs of students with moderate to severe disabilities using appropriate technologies as supports.**	
CEC 4e. *Keeps records of students' progress and problems and uses data from multiple sources to assess student learning.*	**Candidate fails to keep records of students' progress or does not use student assessment data to make instructional decisions.**	**Candidate keeps records of students' progress and problems and uses data from multiple sources to assess student learning.**	**Candidate maintains records of students' progress and analyzes assessment outcomes for individual and group learning to determine appropriateness of methods, design of assessment tools, clarity of criteria, and/or need for additional data.**	
CEC 4f. *Develops or modifies individualized assessment strategies.*	**Candidate fails to develop of modify individualized assessment strategies.**	**Candidate develops or modifies individualized assessment strategies.**	**Candidate develops, modifies, and uses clinical judgment upon individualized assessment strategies in order to gather a variety of data for instructional decision-making.**	
CEC 4g. *Analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).*	**Candidate reviews assessment data and identifies links to current instructional plans but fails to analyze student assessment data or use the data to improve instructional practice.**	**Candidate analyzes, evaluates and reflects on student assessment data and instruction and monitors progress of individuals with exceptional learning needs to improve instructional practice (summative).**	**Candidate uses individual and group progress data to identify specific adjustments needed to improve student learning outcomes for all learners with moderate to severe exceptionalities (summative).**	
CEC 4h. *Uses assessment data to profile student learning and guide instruction (formative).*	**Candidate does not use student assessment data to make instructional decisions (formative).**	**Candidate uses assessment data to profile student learning and guide instruction (formative).**	**Candidate evaluates assessment data to develop individual and group profiles that reflect progress of all students with moderate to severe exceptionalities and addresses levels of need and learning accomplishments (formative).**	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
InTASC Standard 7: Planning for Instruction				
IT 7: *The candidate plans instruction that supports every learner in meeting rigorous learning goals by drawing upon knowledge of digital age technology, content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*	The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.	The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies aligned with standards, including College- and Career-Ready Skills, and connects to future learning.	The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.	
InTASC Standard 8: Instructional Strategies				
IT 8: *The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*	The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not use at least one available technology to engage and challenge learners.	The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiated learning situations.	The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning.	
CEC Standard 5: Instructional Planning and Strategies				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 5a. *Selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with moderate to severe exceptionalities and settings.*	Candidate selects and implements a variety of evidence-based practices but fails to make differentiate instruction on an individual level to promote student understanding of academic learning for all students with moderate to severe exceptionalities.	Candidate selects, adapts, and implements a variety of evidence-based practices validated for specific characteristics of learners with moderate to severe exceptionalities and settings.	Candidate implements multiple evidence-based practices, resources, and technologies in units of instruction that promote student understanding of academic learning for all students with moderate to severe exceptionalities.	
CEC 5b. *Selects a variety of learning experiences, media and materials to accommodate different styles and levels of learning.*	Candidate selects only one type of learning experiences/adaptations, media and materials including technology.	Candidate selects a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.	Candidate selects, adapts, and implements a variety of learning experiences/adaptations, media and materials (including technology) to accommodate different styles and levels of learning.	
CEC 5c. *Adapts pacing, methods, and materials utilizing feedback from students with moderate to severe exceptionalities.*	Candidate provides inappropriate or poor adaptations of pacing, methods and materials.	Candidate adapts pacing, methods, and materials based on performance data of students with moderate to severe exceptionalities.	Candidate adapts pacing, methods, and materials based on performance data of students with moderate to severe exceptionalities and uses clinical judgment on the efficacy of these instructional decisions.	
CEC 5d. *Provides opportunities for learners with moderate to severe exceptionalities to work independently and in cooperative groups.*	Candidate fails to provide adequately structured opportunities for learners with moderate to severe exceptionalities to work independently and in cooperative groups.	Candidate provides opportunities for learners with moderate to severe exceptionalities to work independently and in cooperative groups.	Candidate provides structured opportunities and formative feedback to learners with moderate to severe exceptionalities to teach them how to work independently and in cooperative groups.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 5e. *Encourages critical thinking and problem solving through prompts, questioning, and application.*	**Candidate fails to teach critical thinking and problem solving due to poor quality presentation of prompts, questions and application opportunities.**	**Candidate teaches critical thinking and problem solving (including self-awareness, self-management, and/or self-control skills) through prompts, questioning, and application.**	**Candidate teaches critical thinking and problem solving (including self-awareness, self-management, and/or self-control skills) on a daily basis through prompts, questioning, and application.**	
CEC 5f. *Demonstrates competence in using technology to achieve instructional objectives.*	**Candidate fails to demonstrate competence in using technology to teach students to learn instructional objectives.**	**Candidate demonstrates competence in using technology to teach students to learn instructional objectives.**	**Candidate demonstrates high levels of skill in using technology to teach students to learn instructional objectives.**	
CEC 5g. *Uses strategies to support and enhance communication skills of individuals with exceptional learning needs.*	**Candidate uses limited strategies to support and enhance communication skills of individuals with exceptional learning needs.**	**Candidate uses strategies to support and enhance communication skills of individuals with exceptional learning needs.**	**Candidate uses evidence based practices, appropriate AAC and assistive technology, and modeling to support and enhance communication skills of individuals with exceptional learning needs.**	
CEC 5h. *Uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.*	**Candidate uses limited strategies to individualize the curriculum to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.**	**Candidate uses communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.**	**Candidate uses evidence based communication strategies, appropriate technology, collaboration with ELL teachers, and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not the dominant language.**	
CEC 5i. *Uses strategies to facilitate maintenance and generalization of skills across environments.*	**Candidate fails to utilize strategies to facilitate maintenance and generalization of skills across environments.**	**Candidate uses strategies to facilitate maintenance and generalization of skills across environments.**	**Candidate uses multiple strategies to facilitate maintenance and generalization of skills across environments.**	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 5j. *Uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans that meet the developmental and academic needs of diverse learners with moderate to severe exceptionalities.*	**Candidate employs educational practices that are not research-based and develops units and lesson plans that fail to meet the needs of the diverse learners with moderate to severe exceptionalities.**	**Candidate uses a variety of research-based educational practices and curriculum guidelines to develop units and lesson plans (including longitudinal individualized goals and short term objectives) that meet the developmental and academic needs of diverse learners with moderate to severe exceptionalities.**	**Candidate uses a wide variety of research-based educational practices and curriculum guidelines to develop units and lesson plans (including longitudinal individualized goals and short term objectives) that meet the developmental and academic needs of diverse learners with moderate to severe exceptionalities. Candidate monitors student progress and makes responsive adjustments to instruction based on continual observations.**	
CEC 5k. *Plans a sequence of activities, which are focused on achievement of the instructional objective(s).*	**Candidate plans a sequence of activities which is not focused on the achievement of the instructional objective(s).**	**Candidate plans a sequence of activities, which are focused on achievement of the instructional objective(s).**	**Candidate plans a sequence of activities that is focused on achievement of the instructional objective(s) and builds off of students' prior knowledge, life experiences and interests.**	
CEC 5l. *Facilitates learning experiences that incorporate self-direction, interaction, choice, and consideration of multiple perspectives*	**Candidate is overly directive in class, misses most opportunities for students with moderate to severe exceptionalities to learn self-direction and make choices.**	**Candidate facilitates learning experiences that incorporate self-direction, interaction, and choice.**	**Candidate analyzes the effectiveness of student interactions during learning experiences and develops engaging and interactive activities appropriate for the cognitive and social development, preferences and skill set of students with moderate to severe exceptionalities.**	
CEC 5m. *Gathers, creates, and organizes materials and equipment in advance.*	**Candidate uses class time to gather and organize materials due to their inability to prepare in advance.**	**Candidate gathers, creates, and organizes materials and equipment in advance.**	**Candidate gathers a variety of materials and equipment in advance of class and uses instructional assessments to make decisions about which materials are most appropriate for each individual with exceptional learning needs.**	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 5n. *Incorporates and implements instructional and assistive technology into the educational program.*	Candidate fails to incorporate instructional and assistive technology into the educational program.	Candidate incorporates and implements instructional and assistive technology into the educational program.	Candidate incorporates and implements a variety of instructional and assistive technology into the educational program on a daily basis to meet the needs of individuals with exceptional learning needs.	
CEC 5o. *Evaluates and modifies instructional practices in response to ongoing assessment data.*	Candidate fails to use assessment data to make instructional decisions.	Candidate evaluates and modifies instructional practices in response to ongoing assessment data.	Candidate evaluates individual's learning progress and assessment data to develop individual and group profiles that reflect progress of all students with moderate to severe exceptionalities and addresses levels of need and learning accomplishments.	
CEC 5p. *Use functional assessments to develop intervention plans.*	Candidate develops instructional plans without the use of data from functional assessments.	Candidate uses functional assessment data to develop instructional plans.	Candidate uses multiple data points including functional assessment to develop instructional plans.	
CEC 5q. *Presents content accurately and instructions clearly.*	Candidate presents content inaccurately and instructions in an unclear manner.	Candidate presents content accurately and instructions clearly.	Candidate presents content accurately and instructions clearly using a variety of presentation modalities.	
InTASC Standard 9: Professional Learning and Ethical Practice				

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
IT 9: *The candidate engages in ongoing professional learning and uses evidence to continually evaluate his or her practice, particularly the effects of teacher choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner in an ethical and responsible manner.*	**The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to needs identified through ethical and responsible self-reflection**	**The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning and applied activities in their teaching in an ethical and responsible manner.**	**The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner.**	
**CEC Standard 6: Professional Learning and Ethical Practice**				
CEC 6a. *Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional*	**Candidate describes without examples of his/her commitment to upholding high standards of competence for students, practicing integrity and exercising sound judgment in the practice of the profession.**	**Candidate can describe and provide examples of his/her commitment to upholding high standards of competence for students, practicing integrity and exercising sound judgment in the practice of the profession.**	**Candidate can describe and provide examples of his/her commitment to upholding high standards of competence for students, practicing integrity and exercising sound judgment in the practice of the profession. Candidate can describe the value of adhering to professional standards.**	
CEC 6b. *Demonstrates growth and dissemination of professional knowledge and skills.*	**Candidate fails to demonstrate growth of professional knowledge and skills.**	**Candidate demonstrates growth and dissemination of professional knowledge and skills.**	**Candidate accepts constructive criticism, and demonstrates growth and dissemination of professional knowledge and skills.**	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 6c. *Reflects on his/her professional practice*	**Candidate displays no evidence of the ability or willingness to reflect on effectiveness, is unaware of effectiveness or student learning.**	**Candidate shows evidence of reflecting on his/her professional practice.**	**Candidate reflects upon, interprets, and communicates evidence of one's own effectiveness as a teacher, including evidence of success in fostering student progress in learning. Candidate uses evidence of effectiveness in planning for further instruction.**	
CEC 6d. *Demonstrates commitment to engage in research-supported practices.*	**Candidate fails to use research-supported practices in instruction.**	**Candidate demonstrates commitment to the use of research-supported practices in instruction.**	**Candidate demonstrates a commitment to the use of research-supported practices AND can articulate a clear rationale for doing so.**	
CEC 6e. *Observes school policies and procedures.*	**Candidate violates school policies and procedures.**	**Candidate observes school policies and procedures.**	**Candidate consistently observes and enforces school policies and procedures.**	
CEC 6f. *Demonstrates effective oral communication skills.*	**Candidate's oral communication is difficult to understand or follow, making it ineffective.**	**Candidate demonstrates effective oral communication skills.**	**Candidate demonstrates highly effective oral communication skills making material presented verbally easy to understand and follow.**	
CEC 6g. *Demonstrates effective written communication skills.*	**Candidate's written communication is difficult to understand or follow, making it ineffective.**	**Candidate demonstrates effective written communication skills.**	**Candidate demonstrates highly effective written communication skills making material presented in writing easy to understand and follow.**	
CEC 6h. *Demonstrates high expectations for all students with moderate to severe exceptionalities to develop the highest possible learning outcomes and quality of life.*	**Candidate fails to support student learning and displays evidence of low expectations for at least some students with moderate to severe exceptionalities.**	**Candidate demonstrates high expectations for all students with moderate to severe exceptionalities to develop the highest possible learning outcomes and quality of life.**	**Candidate provides emotional and academic support to students with moderate to severe exceptionalities and communicates confidence in their ability to make progress over time. Candidate provides opportunities for all students with moderate to severe exceptionalities to meet or exceed objectives through development of engaging activities and monitoring of learning that takes into account students' needs, preference and abilities.**	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 6i. *Engages in professional activities that benefit individuals with exceptionalities, their families, and his/her colleagues.*	Candidate fails to demonstrate concept of oneself as a lifelong learner OR does not actively plan and engage in professional activities that foster professional growth OR does not keep current with evidence-based best practices.	Candidate engages in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues. Candidate actively plans and engages in professional activities that foster professional growth.	Candidate demonstrates concept of oneself as a lifelong learner by actively planning and engaging in professional activities that benefit individuals with exceptionalities, their families, and one's colleagues AND keeps current with evidence-based best practices, AND shares new information with colleagues in a collaborative manner.	
InTASC Standard 10: Leadership and Collaboration				
IT 10: *The candidate seeks appropriate leadership roles and opportunities to take responsibility for learning, to collaborate with learners, families, colleagues, other school professionals, and community members using digital tools and resources, to ensure learner growth and to advance the profession.*	The evidence indicates that the Candidate collaborated with colleagues on a limited basis (mentor/other school professionals/ Supervisors) and other stakeholders with little influence on classroom activities.	The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/Supervisors) in leadership, school, and professional activities initiating, advocating, or leading activities in the classroom to improve and support learning for all.	The evidence indicates that the Candidate collaborated on multiple occasions with learners and families, as well as colleagues (mentor/other school professionals/ Supervisors) in leadership activities to initiate, advocate, and/or lead activities with stakeholders to improve and support learning.	
CEC Standard 7: Collaboration				
CEC 7a. *Communicates regularly with parents and involves them in problem solving and learning activities.*	Candidate fails to provide evidence of planning to collaborate with parents.	Candidate communicates regularly with parents and involves them in problem solving and learning activities.	Candidate communicates regularly with family members and collaborates in order to increase student learning through and to engage additional support when needed.	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 7b. *Engages in productive relationships with other educators, service providers, and personnel from community agencies.*	**Candidate fails to provide evidence of engaging in productive relationships with team members, other educators, service providers, and personnel from community agencies.**	**Candidate engages in productive relationships with team members, other educators, service providers, and personnel from community agencies.**	**Candidate examines, interprets, and communicates evidence of one's own effectiveness as a collaborator.** **Candidate demonstrates an ability to work with others as equals.**	
CEC 7c. *Maintains confidential communication about students with moderate to severe exceptional learning needs.*	**Candidate shares confidential information about students with moderate to severe exceptional learning needs with outside parties.**	**Candidate maintains confidential communication about students with moderate to severe exceptional learning needs.**	**Candidate maintains confidential communication about students with moderate to severe exceptional learning needs and is observed stressing the importance of confidentiality with other stakeholders including paraprofessionals.**	
CEC 7d. *Fosters respectful and beneficial relationships between families and professionals.*	**Candidate is disrespectful when dealing with families and professionals.**	**Candidate fosters respectful and beneficial relationships between families and professionals.**	**Candidate fosters respectful and beneficial relationships between families and professionals and uses clinical judgment in order to continuously improve communication and collaboration efforts.**	
CEC 7e. *Collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.*	**Candidate shows no evidence of collaborating with school personnel and community members in integrating individuals with exceptional learning needs into various settings.**	**Candidate collaborates with school personnel and community members in integrating individuals with exceptional learning needs into various settings.**	**Candidate examines, interprets, and communicates evidence of one's own effectiveness as a collaborator. Candidate demonstrates the ability to successfully integrate individuals with exceptional learning needs into various settings and analyzes the efficacy of these integration approaches.**	
CEC 7f. *Observes, evaluates, and provides feedback to paraeducators.*	**Candidate fails to observe, evaluate and provide feedback to paraeducators.**	**Candidate observes, evaluates, and provides feedback to paraeducators.**	**Candidate observes, evaluates, and provides feedback to paraeducators in a proactive manner, and works actively for the betterment of teaching and learning in the classroom.**	

Key Elements	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3	Rating Earned / Evidence
CEC 7g. *Communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.*	**Candidate does not communicate with families OR Candidate fails to establish an appropriate rapport with families and/or colleagues.**	**Candidate communicates effectively with school personnel and families about the characteristics and needs of individuals with exceptionalities.**	**Candidate communicates effectively with school personnel, families, and other related stakeholders about the characteristics and needs of individuals with exceptionalities.**	