Student Teacher and Mentor Teacher Handbook Addendum

Special Education K-12 Art Education

2025-2026



School of Teacher Education

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Important Dates

Fall 2025 UW Student Teaching Dates

Special Education and K-12 Art Education Due Dates

Beginning of first day of placement #1: when school starts in their district (August)

First Midterm Evaluation due: September 19, 2025 (Friday)
First Final Evaluation due: October 10, 2025 (Friday)

Beginning of new placement week of October 6, 2025

Second Midterm due:

Second Final due:

December 3, 2025 (Friday)

Last Day of Student Teaching

October 31, 2025 (Friday)

December 5, 2025 (Friday)

Spring 2026 UW Student Teaching Dates

All Education Majors

Starting Date: UW Student Teachers are required to begin their student teaching semester when their Mentor Teacher reports to school in January after the winter break. Please find out when teachers are required to be in schools in your assigned district and write that date below.

My start date:	
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Special Education and K-12 Art Education Due Dates

Beginning of first day of placement #1: when school starts in their district (January)

First Midterm Evaluation due: January 31, 2025 (Friday)
First Final Evaluation due: February 28, 2025 (Friday)

Beginning of new placement Week of March 3, 2025

Second Midterm due: April 4, 2025 (Friday)
Second Final due: April 30, 2025 (Wednesday)
Last Day of Student Teaching May 2, 2025 (Friday)

Please note that your faculty supervisor will provide due dates for submission of edTPA.

PLEASE NOTE: The last day of student teaching may be adjusted depending on a Student Teacher's start date for the semester and/or an unusual number of absences. Any deviations from this schedule must be reviewed and approved in advance by the Director of Student Teaching.

Student Teachers are to adhere to the District Calendar for breaks and holidays, not the UW academic calendar.

- Student Teachers should not arrange for other vacation days (e.g., UW breaks or holidays)
- Student Teachers should not Request different/additional vacation days from Mentor Teachers
 except in cases of unusual circumstances, and then only with permission from their UW
 supervisor and Mentor Teacher. NOTE: A purchased ticket does not qualify as an unusual
 circumstance.

Key Contact Information

UW Faculty or Supervisor Name		
Telephone e-ma	ail	_
Mentor Teacher(s)		
Name		
Telephone e-ma	ail	-
Name		
Telephone e-ma	ail	-
District Facilitator		
Name		
Telephonee-ma	ail	_
School Principal		
Name		
Telephone Fax		
Additional Contacts		
Director, School of Teacher Education	on	
Todd Reynolds	307.766.6353	treynol6@uwyo.edu
Supervisor of Art Education Howe Yang		howe.yang@uwyo.edu
Assistant Dean for Student Success		
Christi Thompson	307.766.2230	christi.thompson@uwyo.edu
Center for Adv. & Career Services	307.766.2398	
CoE Graduation Coordinator		
Britany Kathan	307.766.3343	bkathan@uwyo.edu
UW College of Education web addre	SS:	http://www.uwvo.edu/education/

Student Teaching Evaluation Form: K-12 Art Evaluation

Midterm Evaluation Rubric and Growth Plan for Secondary Education

At the halfway point of student teaching, your mentor teacher should complete the midterm assessment with you. The purpose of the midterm is to determine where you are experiencing success, and where you might be having difficulties.

The guiding presupposition of this midterm is that ALL student teachers can continue to demonstrate growth throughout the entirety of their student teaching experience. This rubric lists the outcomes the student teacher must fulfill to complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance.

MIDTERM RATINGS:

There are two levels of performance, 1) Unsatisfactory and 2) Basic/Beyond. The N/A option is available for skills/behaviors that have yet to be observed, e.g., participating in parent-teacher conferences.

At the midpoint of the semester, it is common for students to be at the Basic level in multiple outcomes.

If there is an "Unsatisfactory" in any category it is critical for you to mark this rating and identify the areas for growth. Marking any outcome as Unsatisfactory will trigger an email with the Director of Student Teaching so that steps can be determined to support you as a student in working toward success with your mentor teacher. This may include remediating and/or intervening through a formal Student Success Plan.

There are three steps to this midterm:

- 1) The mentor teacher will complete the rubric using either "Unsatisfactory" or "Basic and Beyond" or "N/A."
 - If the student is meeting the "Basic and Beyond" descriptor as written, the mentor teacher will click on the box for "Basic and Beyond."
 - If the student is not meeting the outcome as written, please assess the student as "Unsatisfactory." Any assessment of "Unsatisfactory" must be accompanied by comments to explain the existing issues.
 - If the student teacher has not yet had the opportunity to perform on a specific category, the mentor teacher should choose "N/A."
- 2) Create Growth Goals. For this section, in collaboration with the mentor teacher, you will choose 3-5 specific categories that will serve as your growth goals.
 - If the student teacher has an Unsatisfactory in any area(s), that category, or those categories, should be included here.

- 3) Write a plan for addressing Growth Goals. Once the growth goal categories are selected, mentor and student teachers will collaboratively write a plan for addressing those goals during the remainder of student teaching.
 - This collaboratively drawn plan will be made available to the supervisor, who will use it for the remaining part of the semester to inform observations and assistance.

This process gives mentor and student teachers as well as supervisors more information about the student teacher's strengths and weaknesses. Additionally, it helps to create a plan for all student teachers during the second half of student teaching.

Final Evaluation Rubric for Secondary Education

The rubric provides descriptions of the outcomes each Student Teacher must meet to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating levels of performance. Some outcomes have multiple subparts.

FINAL GRADE

- Evaluations in conjunction with their classroom observations, submission of edTPA and any other assignments given by the supervisor determine a student teacher's final grade.
- The Student Teacher must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings for successful *completion* of the Final Student Teaching Evaluation.
 - o Ratings of "Unsatisfactory" or "Basic" should be accompanied by documentation of efforts to remediate these areas.
 - If a student receives 4 or more basics there may be an additional assignment required to complete the residency course. Determinations of additional assignments are a collaborative process between the Director of Student Teaching, the Supervisor, and the Mentor Teacher.
- All evaluations will be submitted online. Your mentor teacher will be able to access this form through an email link.

If you have questions about the forms or the requirements for evaluation during Student teaching, please contact your Partner School Facilitator, your UW Supervisor, or the Director of Student Teaching directly.

Student Teaching Evaluation Form: ART EDUCATION

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
1. Knows and	* does not comply with	* incomplete	* complies with school	* meets all proficient
models	school policies re:	knowledge of school	policies	level expectations
professional ethics	absences, dress,	policies	* attends required	* classroom
and behavior	tardies, meetings, etc. * demonstrates prejudice toward individuals or groups * takes an authoritarian stance with individual and classroom interactions	* displays minimally appropriate professional behavior * does not demonstrate equitable treatment of all students * does not actively cultivate sense of democratic classroom community	meetings * displays appropriate behaviors * accepts constructive criticism *demonstrates respect for each student *cultivates sense of democratic classroom community	demonstrates democratic ideals * students are actively engaged in critical inquiry and practices related to social justice
		Notations	,	
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
2. Effective work with diverse learners	*makes no adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments	*makes some adjustments for individual needs of diverse learners in terms of materials, planning, instruction, management, and assessments	*makes appropriate adjustments for individual needs of diverse learners in terms of materials, planning, instruction, behavior management, and assessments	* meets all proficient level expectations * collaborates with school and community personnel in order to accommodate diverse learners in terms of materials, planning, instruction, management, and assessment
		Notations		
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
3. Positive and	Environment:	Environment:	Environment:	* meets all proficient
effective	* does not address	* adjusts physical room	* demonstrates	level expectations
classroom	physical aspects of	environment only when	understanding of	Environment:
management	classroom (i.e. seating,	Mentor Teacher asks	correlation between	* takes initiative to see
	lighting, temperature,	Teaching:	physical environment	that the classroom
	bulletin boards, etc.)	* sporadically	and student learning	provides a nurturing
	Teaching:	demonstrates	* consistently	and safe learning
	* inadequate planning,	thoughtful planning,	demonstrates	environment for all
	goal setting, and ability	ability to set goals and	thoughtful planning,	students
	to establish realistically	achieve them, and	ability to set and	Teaching:
	high expectations for	convey realistically	achieve goals, and	* independently plans
	learners	high expectations for	conveys realistically	and implements
	* ineffective use of	the learners	high expectations for	comprehensive
	materials, transitions,	* inconsistent effective	all learners	lessons for most
	and positive attitude	use of materials,	Teaching:	effective learner time
	* poor	transitions, and	* consistently	on task
	directions/procedures	positive attitude	demonstrates	* learner motivation
	resulting in frequent	Behavior:	appropriate use of	and monitoring are
	learner time off task	* beginning to respond	materials, effective	built into plans as well
	Behavior:	appropriately to	transitions strategies	as regular classroom
	* inappropriate	behavior, reducing	and positive attitude	expectations
	responses to behavior	disruptions	* non-instructional	Behavior:
	that result in frequent	* uses limited sarcasm	duties (attendance,	* actively employs
	interruptions	and uses positive	lunch count, etc.) are	creative ways to
	* uses sarcasm,	rewards and	attended to while	promote learning and
	negative	reinforcements	learners become	self discipline
	reinforcement, and	inconsistently	engaged with	'
	rewards	,	academic tasks	
	inappropriately		* directions and	
	'' '		procedures are	
			consistently clear and	
			concise, resulting and	
			concentrating learner	
			time on task	
			Behavior:	
			* consistently	
			demonstrates ability to	
			respond appropriately	
			to a variety of learner	
			behaviors resulting in	
			few class disruptions	
			* consistently uses	
			positive reinforcements	
			and rewards for all	
			learners	
		Notations		
Midterm:				
Final:				
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	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
4. Content-Specific Pedagogy	*does not create opportunities and experiences for students to connect to the discipline in a meaningful way * plans using only published teacher guides * uses only whole class lecture and assessment * uses assessment only for grading purposes	* creates minimal opportunities/experien ces for students to connect to the discipline in a meaningful way * consistently depends on Mentor Teacher for ideas * needs frequent guidance for preparation and implementation of lessons and instructional strategies * has problems transferring knowledge to students	* creates frequent opportunities/experien ces for students to connect to the discipline in a meaningful way * standards, benchmarks, assessments, and enrichment for learning and reflected in lesson plans * encourages critical thinking * responds to suggestions from Mentor Teacher and shows ongoing growth * appropriate use of assessment and materials * shows independence in using multiple teaching strategies * works as a facilitator for learning * brings understanding of content knowledge discipline to team collaboration	* meets all proficient level expectations * creates consistent opportunities/ experiences for students to connect to the discipline in a meaningful way * independently implements a variety of theories and strategies * creates assessment documents which reflect learning * works as a facilitator for learning beyond expectations
		Notations		
Midterm:				
Final:				

	Level of Performance				
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)	
5. Adequate	* consistently makes	* draws on basic	* demonstrates strong	* meets all proficient	
content knowledge	content errors	content knowledge	content knowledge	level expectations	
in teaching field	* does not correct	only	* makes connections	* takes initiative	
and an ability to	content errors of	* demonstrates little	between content and	consistently to select	
gather additional	students or self	incentive to gather	other disciplines and	content that goes	
content and/or		additional and/or	within the discipline	beyond traditional texts	
resources as		supplemental content	* gathers additional	* challenges students	
needed		material	content as needed	to think critically as	
				they explore ways to	
				connect content to	
				other disciplines	
Notations					
Midterm:					
Final:					

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
6. Alignment of	* uses only prepared	* plans for the short	* plans reflect	* meets all proficient
instructional	teacher guide plans	term only	standards,	level expectations
strategies and	* lesson plans are	* plans are ready on	benchmarks, and	* short term plans are
assessment with	incomplete and/or	time	assessments	consistently tied to
standards and the	untimely	* unable to reflect on	* reflects on lesson	long term goals
needs of the	* assessment for	the reason for	and implements	* embeds
learner	grading purposes only * no apparent connection between planning and standards, benchmarks, and assessments	classroom events and solutions for improvement * plans reflect some standards, benchmarks, and assessments	changes based on reflections * independent preparation requires little input from Mentor * cooperative teaching for benefit of learner occurs as needed * open communication that promotes creative planning * assessment informs instruction and planning * chooses appropriate	supplemental materials to accomplish meaningful instruction * skillfully manages time for correctives and enrichments * assessment, planning and instruction are seamless
			supplementary	
			materials	
	L	Notations	materials	
	T	Notations		
Midterm:				
Final:				

	Level of Performance				
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)	
7. Sensitivity to	* displays no	* identifies needs of	* provides	* meets all proficient	
school,	awareness of cultural	some students due to	multiculturalism,	level expectations	
community, and	diversity with respect	cultural differences	informs lessons and	* models sensitivity to	
world cultural	to culture, school or	* school, community,	supports	cultural differences	
diversity	community through	cultures are seldom	* demonstrates	* seeks to increase	
	educational input	addressed	awareness of diversity	own base of	
		* shows awareness of	or learners' social,	knowledge with	
		cultural differences but	emotional, physical	respect to school,	
		is reluctant to intervene	needs	community, world	
		in problematic	* respects	cultures	
		interactions (i.e.,	confidentiality		
		bullies, harassment,	* addresses		
		etc.)	awareness of school,		
			community, and world		
			cultures		
			* shows awareness of		
			cultural differences in		
			the classroom and		
			takes appropriate		
			actions as needed		
Notations					
Midterm:					
Final:					

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
8. Consideration of legal rights and responsibilities and safety rules and emergency situations	* displays no knowledge of legal rights and/or safety rules * relies on Mentor to deal with emergency situations	* has a copy of legal rights and safety rules but inappropriately implements them or doesn't understand them * has a basic respect of most legal rights and safety rules but needs occasional reminders * participates when dealing with emergency situations, but dependent on Mentor	* acts upon legal rights and responsibilities and follows safety rules *demonstrates respect for legal rights of others * seeks information when necessary * can identify an emergency situation as defined by school policy and acts appropriately	* meets all proficient level expectations * attends policy meetings offered by the school district * seeks further knowledge of learner's health, family, or community
Notations				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
9. Appropriate use of school and community resources	* seeks no outside human or physical resources which would enhance learning	* poor or no follow through in actively involving outside resources	* includes use of outside human resources in lesson planning (i.e. other teachers, technology specialists, librarians, etc.) * researches/uses outside physical resources in lesson planning and teaching (i.e., videos, library books, internet uses, etc.)	* meets all proficient level expectations * implements the use of human and physical resources effectively * involves students in project research and development using human and physical resources
		Notations		
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
10. Appropriate application of knowledge of human growth and development	* uses developmentally inappropriate activities and/or assignments * does not plan appropriate activities and/or assignments for diverse learners	* uses developmentally appropriate activities and/or assignments * plans appropriate activities and assignments for diverse learners only in consultation with Mentor	* uses developmentally appropriate planning and teaching to accommodate diverse learners * uses developmentally appropriate planning and teaching to accommodate the cognitive and interest level of the learners	* meets all proficient level expectations * involves students in planning and implementing ideas appropriate to the needs of the learners * provides rich opportunities for students to gain deep understandings
Notations Volume learners understandings				
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
11. Effective oral	* uses language that	* written language is	* clear, grammatically	* meets all
and written	contains grammatical	generally correct and	correct written	expectations at the
communication	and/or spelling errors,	appropriate to class	language spelled	proficient level
skills of the	illegible and/or	level	correctly, informally	* uses multiple written
Student Teacher	inappropriate for the class level * speech is inaudible and/or contains grammatical errors * incorporates little classroom discussion and questioning techniques	* occasional errors are not corrected or corrected only when asked * speech is clear and generally grammatically correct * uses low level questions during class discussions	and formally * clear, grammatically correct use of oral language * uses high level questioning techniques during class discussions	and oral strategies to challenge students and stimulate their language development * guides students to form high level questions
		Notations		
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
12. Appropriate use of technology	* Unable to select and implement appropriate technology in planning, instruction, and assessment	* Occasionally selects and implements appropriate technology in planning, instruction, and assessment	* Frequently selects and implements a variety of technology in planning, instruction, and assessment	* Meets all proficient criteria * Encourages students to experiment with appropriate technology
		Notations		
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
13. Works effectively in a variety of ways with parents/guardian; Assists with evaluations and reports (e.g., report cards)	* does not contact parents or guardians * displays a lack of empathy for parental concerns * depends entirely on Mentor for evaluation input * does not record student progress	* Needs guidance and suggestions from Mentor on how to talk with parents/guardians * makes minimal parent/guardian contact * demonstrates limited ability to emphasize with parental concerns * scores and records papers and written work, not always in a timely manner * does limited assessment of instructional goals	* teams with Mentor for guided experience when working with parents (i.e. conferences, telephone calls) * responds to parental concerns professionally and with sensitivity in consultation with Mentor * assesses instructional goals consistently * gathers assessment data and with minimal guidance from Mentor * scores and records student work accurately and in a timely manner *assists with evaluations, report cards, etc.	* meets all proficient level expectations * independently handles positive parent contacts * seeks guidance from Mentor with difficult parent problems * conveys sincere caring and willingness to listen to parents/guardians and engages in open communication * understands timely scores and records as a way to involve parents in student achievement
		Notations		
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
14. Participates in the professional life of the school and/or district; Demonstrates knowledge of the school improvement plan and demonstrates competence in collaborating in school improvement activities	* avoids becoming involved in school or district programs, project, or events * does not participate in meetings, etc. or participates inappropriately * shows lack of knowledge of school improvement plan * does not become involved with school improvement activities	* participates when specifically asked with an appropriate level of participation * demonstrates little or no desire to participate in outside programs or expansion of knowledge * seeks information concerning school improvement plan * minimal involvement, if any, with school improvement activities	* participates in meetings such as department, school-wide faculty meetings, interdisciplinary team meetings and contributes as necessary and appropriate * demonstrates knowledge of school improvement plan * observes teachers other than the Mentor * participates in school improvement activities as appropriate * volunteer for at least one extra-curricular school activity (e.g., chaperone, club meeting, score-keeping, etc.)	* meets all proficient level expectations * uses outside class time to participate in additional programs and/or professional development
	<u>I</u>	Notations	1 5, ,	L
Midtorm		Totations		
Midterm:				
Final:				

	Level of Performance			
	Unsatisfactory (U)	Basic (B)	Proficient (P)	Distinguished (D)
15. Demonstrates competence in continuing as a professional educator by using self-assessment, self-reflection, and/or inquiry techniques	* does not appear open to new ideas or programs * does not accept constructive criticism or suggestions for development as a professional educator * does not reflect on growth or methods of improvement * does not reflect on teaching * does not adjust lessons based on feedback	* does not take initiative to develop or become better prepared as a professional * attends only required meetings * shows little effort to improve through self reflections * has little or no dialogue with Mentor related to improvement of teaching * some adjustment of lessons based on feedback	* is open to suggestions for professional development * seeks guidance of ways to continue developing as a professional educator * attends in-service workshops, conferences, trainings, etc. that will provide additional development as an educator * dialogues with Mentor for self reflection and evaluation * effort made to use reflective information to improve as an educator * adjusts lessons to show growth that is based on reflection of	* meets all proficient level expectations * actively seeks professional development * demonstrates leadership qualities by offering to share information from attending a meeting/workshop in professional settings * independent critical analysis of lesson for strengths and weaknesses through self reflection and feedback * shares reflections and coordinates with Mentor for most effective input into improvement of lessons and teaching
			feedback	
Notations				
Midterm:				
Final:				

Student Teaching Evaluation Form: Special Education

The student teaching residency experience:

- provides our students with the opportunities to apply their knowledge and practice skills in authentic diverse school and community settings.
- is structured to ensure that students have experiences with individuals with exceptionalities across the age, grade, and disability ranges for which they are being prepared.
- designed to connect special education theory and research with practice by providing students rich, scaffolded, developmental, and graduated experiences with increasing responsibilities to develop their knowledge and skills.
- is supervised and mentored by school or site-based professionals who are certified or licensed in the special education areas for which the students are being prepared.
 - o Site-based professionals effectively communicate with and engage candidates in self-reflection on the interactions and practices utilized with students, families, and other providers.

Midterm Evaluation Rubric and Growth Plan for Special Education

At the halfway point of student teaching, your mentor teacher should complete the midterm assessment with you. The purpose of the midterm is to determine where you are experiencing success, and where you might be having difficulties.

The guiding presupposition of this midterm is that ALL student teachers can continue to demonstrate growth throughout the entirety of student teaching. This rubric lists the outcomes that the student teacher must fulfill to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating the levels of performance.

MIDTERM RATINGS:

There are two levels of performance, 1) Unsatisfactory and 2) Basic/Beyond. The N/A option is available for skills/behaviors that have yet to be observed, e.g. participating in parent-teacher conferences.

At the midpoint of the semester, it is common for students to be at the Basic level in multiple outcomes.

If there is an "Unsatisfactory" in any category it is critical for you to mark this rating and identify the areas for growth. Marking any outcome as Unsatisfactory will trigger an email with the Director of Student Teaching so that steps can be determined to support you as a student in working toward success with your mentor teacher. This may include remediating and/or intervening through a formal Student Success Plan.

There are three steps to this midterm:

- 1. The mentor teacher will complete the rubric using either "Unsatisfactory" or "Basic and Beyond" or "N/A".
 - If the student is meeting the "Basic and Beyond" descriptor as written, the mentor teacher will click on the box for "Basic and Beyond."
 - If the student is not meeting the outcome as written, please assess the student as "Unsatisfactory." Any assessment of "Unsatisfactory" must be accompanied by comments to explain the existing issues.
 - If the student teacher has not yet had the opportunity to perform on a specific category, the mentor teacher should choose "N/A."
- 2. Create Growth Goals. For this section, in collaboration with the mentor teacher, you will choose 3-5 specific categories that will serve as your growth goals.
 - If the student teacher has an Unsatisfactory in any area(s), that category, or those categories, should be included here.
- 3. Write a plan for addressing Growth Goals. Once the growth goal categories are selected, mentor and student teachers will collaboratively write a plan for addressing those goals during the remainder of student teaching.
 - This collaboratively drawn plan will be made available to the supervisor, who will use it for the remaining part of the semester to inform observations and assistance.

This process helps to give mentor and student teachers as well as supervisors more information regarding strengths and weaknesses of the student teacher. Additionally, it helps to create a plan for all student teachers during the second half of student teaching.

If you have questions about the forms or the requirements for evaluation during Student teaching, please contact your District Facilitator or UW Faculty/Supervisor directly.

Midterm Evaluation Rubric: SPECIAL EDUCATION

Outcome #1: Engaging in Professional Learning and Practice within Ethical Guidelines

High Leverage Practices

Component 1.1 - HLP 3 Component 1.2 - HLP 3

Component		
Outcome	Level of Performance	
	Unsatisfactory	Basic and Beyond
1.1 Candidates	The candidate	The candidate has a <i>basic</i>
practice within	lacks basic	understanding of and attempts to
ethical	understanding of and	work within applicable federal (e.g.
guidelines and	does not work within	Individuals with Disabilities
legal policies	all applicable federal	Education Act [IDEA] and Section
and procedures.	(e.g. Individuals with	504 of the Rehabilitation Act of
	Disabilities Education	1973) and state/provincial/local
	Act [IDEA] and	laws, regulations, and policies
	Section 504 of the	pertaining to individuals with
	Rehabilitation Act of	exceptionalities and how these laws
	1973) and	affect the delivery of services and
	state/provincial/local	supports.
	laws, regulations, and	• The candidate has a <i>basic</i>
	policies pertaining to	understanding of and attempts to
	individuals with	work within applicable federal (e.g.
	exceptionalities and	Individuals with Disabilities
	how these laws affect	Education Act [IDEA] and Section
	the delivery of services	504 of the Rehabilitation Act of
	and supports.	1973) and state/provincial/local
	• The candidate <i>does</i>	laws, regulations, and policies
	not recognize that does	
	not individuals with	exceptionalities and how these laws
	exceptionalities	affect the delivery of services and
	deserve to be	supports.
	challenged with high	• The candidate <i>understands</i> that
	expectations and	individuals with exceptionalities
	provided with	deserve to be challenged with high
	meaningful and	expectations and provided with
	inclusive participation	meaningful and inclusive
	opportunities to	participation opportunities.
	develop the highest	
	possible learning	
	outcomes.	
1.2 Candidates	The candidate <i>does</i>	The candidate advocates for
advocate for	not advocate for	resources to help individuals with
improved	resources and	exceptionalities.
outcomes for		

individuals with exceptionalities and their families while addressing the unique needs of those with diverse social, cultural, and linguistic backgrounds.	professional learning conditions to help individuals with exceptionalities. • The candidate does not understand that families have diverse knowledge and expertise about their children's strengths and needs. • The candidate fails to support families. • The candidate does not understand barriers that exist for students with exceptionalities within educational settings.	 The candidate understands that families have diverse knowledge and expertise about their children's strengths and needs. The candidate supports families. The candidate understands barriers that exist for students with exceptionalities within educational settings.
1.3 Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices.	 The candidate does not attend professional learning activities or participate in peer and professional learning communities that benefit individuals with exceptionalities and their families, colleagues, and their own professional growth. The candidate does not reflect on their professional performance, why they use specific practices and the impact on students. The candidate fails to adjust their practices based on reflection and/or assessment of student performance. 	 The candidate attends professional learning communities that benefit individuals with exceptionalities and their families, colleagues, and their own professional growth. The candidate inconsistently reflects on their professional performance, why they use specific practices and the impact on students. The candidate attempts to adjust their practices based on reflection and/or assessment of student performance. The candidate is aware of some of their own skill limitations in meeting the needs of students with exceptionalities and their families.

exceptionalities and their families.

Outcome #2: Understanding and Addressing each Individual's Developmental and Learning Needs

High Leverage Practices

Component 2.1 - HLP 4 Component 2.2 - HLP 11, HLP 12

	2 - HLP 11, HLP 12	
Outcome	Level of Performance	
	Unsatisfactory	Basic and Beyond
2.1 Candidates	The candidate	The candidate has knowledge
apply	lacks knowledge and	and understanding of the varied
understanding of	understanding of the	growth and development of
human growth	varied growth and	individuals and uses this knowledge
and development	development of	and understanding to sometimes
and meaningful	individuals to plan,	plan, implement, and assess
learning	implement, and	developmentally appropriate
experiences that	assess	learning experiences and
address	developmentally	environments.
individualized	appropriate learning	• The candidate <i>sometimes</i>
strengths and	experiences and	creates developmentally
needs of students	environments.	appropriate learning experiences
with	The candidate	relevant to the learners' needs to
exceptionalities.	rarely or never	provide meaningful and
	creates	individualized learning experiences
	developmentally	for children and youth with
	appropriate learning	exceptionalities.
	experiences relevant	• The candidate <i>sometimes uses</i>
	to the learners' needs	ε
	to provide	exceptionalities and their impact on
	meaningful and	human development and learning to
	individualized	effectively engage students in the
	learning experiences	learning experience.
	for children and	
	youth with	
	exceptionalities.	
	• The candidate	
	rarely or never uses	
	knowledge and	
	understanding of	
	exceptionalities and	
	their impact on	
	human development	
	and learning to	
	effectively engage	
	students in the	
	learning	
	experience.	

- 2.2 Candidates use their knowledge and understanding of diverse factors that influence development and learning, including differences related to families. languages, cultures, and communities, and individual differences. including exceptionalities, to plan and implement learning experiences and environments.
- The candidate rarely or never structures and implements instruction that reflects the diversity of the learner and makes informed decisions about content, which includes attention to the learner's personal and family experiences.
- The candidate fails to recognize that their own experiences, family, race, gender, and culture biases may influence their instructional decisions and their relationships and interactions with learners and their families.
- The candidate rarely or never ensures inclusive learning environments that enable individuals with exceptionalities and diverse backgrounds to meet district/state standards or state alternative standards.
- The candidate rarely or never designs environments, curriculum, and instruction in ways

- The candidate *sometimes* structures and implements instruction that reflects the diversity of the learner and makes informed decisions about content, which includes attention to the learner's personal and family experiences.
- The candidate recognizes that their own experiences, family, race, gender, and culture biases may influence their instructional decisions and their relationships and interactions with learners and their families.
- The candidate *sometimes ensures* inclusive learning environments that enable individuals with exceptionalities and diverse backgrounds to meet district/state standards or state alternative standards.
- The candidate *sometimes designs* environments, curriculum, and instruction in ways that are accessible to all learners.

that are accessible to all learners.

Outcome #3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

High Leverage Practices

Component 3.1 - HLP 11, HLP 13

Component 3.2	2 - HLP 12, HLP 13, HLP 14, H	LP 15, HLP 21
Outcome	Level of Performance	
	Unsatisfactory	Basic and Beyond
3.1 Candidates	The candidate	• The candidate has some
apply their	has little to no	understanding of the generalized
understanding of	understanding of the	content standards appropriate to the
academic subject	generalized content	developmental and instructional
matter content of	standards appropriate to the	levels of the students served, as
the general	developmental and	well as applicable national/state
curriculum to	instructional levels of the	/district academic content standards
inform their	students served, as well as	and assessments.
programmatic	applicable national/state	• The candidate <i>sometimes</i>
and instructional	/district academic content	identifies academic content
decisions for	standards and assessments.	standards necessary for students
individuals with	 The candidate 	with exceptionalities to progress in
exceptionalities.	rarely or never	their individualized programs.
	identifies academic	• The candidate <i>sometimes</i>
	content standards	provides appropriate learning and
	necessary for	performance accommodations,
	students with	modifications, and/or assistive
	exceptionalities to	technology for students with
	progress in their	exceptional learning needs in
	individualized	academic subject matter content of
	programs.	the general curriculum.
	The candidate	
	rarely or never	
	provides appropriate	
	learning and	
	performance	
	accommodations,	
	modifications, and/or	
	assistive technology	
	for students with	

	exceptional learning needs in academic subject matter content of the general curriculum.	
3.2 Candidates augment the general education curriculum to address skills and strategies that students with disabilities need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemented to achieve mastery of curricular standards and individualized goals and objectives.	• The candidate rarely or never provides appropriate learning and performance accommodations, modifications, and/or assistive technology including augmentative and alternative communication devices for students with exceptional learning needs in academic subject matter content of the general curriculum. • The candidate fails to identify appropriate specialized curricula and/or fails to develop individualized goals and objectives to meet the needs of each learner. • The candidate fails to recognize barriers to accessibility and acceptance of individuals with exceptionalities. • The candidate fails to or	 The candidate sometimes provides appropriate learning and performance accommodations, modifications, and/or assistive technology including augmentative and alternative communication devices for students with exceptional learning needs in academic subject matter content of the general curriculum. The candidate identifies appropriate specialized curricula and sometimes develops individualized goals and objectives to meet the needs of each learner. The candidate recognizes barriers to accessibility and acceptance of individuals with exceptionalities. The candidate designs learning environments that adhere to universal design principles.

Outcome #4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making
High Leverage Practices

Component 4.1 - HLP 4, HLP 5
Component 4.2 - HLP 4
Component 4.3 - HLP 4, HLP 5, HLP 6, HLP 19

OutcomeLevel of PerformanceUnsatisfactoryBasic and Beyond4.1 Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom and support classroom and school-based
4.1 Candidates collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom environment to evaluate and support classroom and support classroom and classroom environment to evaluate and support classroom and support classroom and classroom environments, instruction, and intervention across instruction, and intervention across instruction, and intervention across support support classroom and support, as, for support, as, for support, as, for experience difficulty in the
collaboratively develop, select, administer, analyze, and interpret multiple measures of student learning, behavior, and the classroom environment to evaluate and support classroom anddoes not participate or observe professionals and families in ongoing, data-based decision making to evaluate and improve school and improve school and classroom environments, instruction, and intervention across instruction, and intervention across instruction, and intervention across instruction, and intervention across varying levels of support, as, forprofessionals and families in ongoing, data-based decision environments, instruction, and intervention across varying level of support, as, for example, in multi-tiered systems of support (MTSS).• The candidate is aware of individual students without exceptionalities, who may experience difficulty in the
school-based systems of intervention for students with and without exceptionalities. example, in multitiered systems of support (MTSS). • The candidate is not aware of individual students without exceptionalities, who may experience difficulty in the classroom and at school. • The candidate reviews multip measures that may contribute to student's learning and behavioral strengths and needs. classroom and at school. • The candidate reviews multip measures that may contribute to student's learning and behavioral strengths and needs.

4.2 Candidates	The candidate	• The candidate <i>observes others</i>		
develop, select,	does not observe	using informal assessments such as		
administer, and	others using informal	observation tools or family		
interpret	assessments such as	interviews to assess students'		
multiple, formal	observation tools or	academic and behavioral strengths		
and informal,	family interviews to	and needs.		
culturally and	assess students'	• The candidate <i>observes others</i>		
linguistically	academic and	administering culturally and		
appropriate	behavioral strengths	linguistically appropriate informal		
measures and	and needs.	and/or formal assessments.		
procedures that	The candidate	 The candidate understands the limitations of formal and informal assessments. The candidate collaborates with 		
are valid and	does not observe			
reliable, to	others administering			
contribute to	culturally and			
eligibility	linguistically	their mentor teacher as needed to		
determination for	appropriate informal	ensure an appropriate and valid		
special education	and/or formal	assessment process.		
services.	assessments.			
	The candidate			
	lacks understanding			
	of the limitations of			
	formal and informal			
	assessments			
	The candidate			
	fails to collaborate			
	with their mentor			
	teacher or others as			
	needed to ensure an			
	appropriate and valid			
	assessment process.			
	assessment process.			
4.3 Candidates	The candidate	• The candidate <i>sometimes</i>		
assess,	rarely or never	collects formative assessment data		
collaboratively	collects formative	to monitor students' performance.		
analyze, interpret,	assessment data to	• The candidate <i>observes multiple</i>		
and communicate	monitor students'	professionals working		
students' progress	performance.	collaboratively to analyze and		
toward	The candidate	interpret results of multiple		
measurable	does not observe	assessments across settings for each		
outcomes using	multiple student. professionals • The candidate review			
technology as				
appropriate, to	working	individual assessment data with		
inform both short-	collaboratively to	students.		
and long-term	analyze and interpret	• The candidate <i>observes</i>		
nlanning and	1, 6, 1, 1	1 1' 4 44		

progress and adjustment to

instruction being communicated by

results of multiple

assessments across

planning, and

make ongoing

adjustments to instruction.

settings for each student.

- The candidate does not review or discuss individual assessment data with students.
- The candidate does not review progress and adjustment to instruction with family members and/or other educational professionals to support individual student's progress towards short-term and long-term outcomes.
- The candidate rarely or never uses assistive technology for specific assessment purposes, including test administration, testing accommodations, and data storage.

their mentor teacher with family members and/or other educational professionals to support individual student's progress towards shortterm and long-term outcomes.

• The candidate *sometimes uses* assistive technology for specific assessment purposes, including test administration, testing accommodations, and data storage.

Outcome #5: Using Effective Instruction to Support Learning

High Leverage Practices

Component 5.1 - HLP 6, HLP 11, HLP 19

Component 5.2 - HLP 8, HLP 9, HLP 18, HLP 19, HLP 22

Component 5.3 - HLP 12, HLP 14, HLP 16

Component 5.4 - HLP 17

Component 5.5 - HLP 17, HLP 20

Component 5.6 - HLP 13, HLP 14, HLP 15, HLP 19, HLP 20

Outcome Level of Performance			
	Unsatisfactory	Basic and Beyond	

5.1 Candidates	• The candidate	• The candidate <i>works with their</i>	
use findings from	does not work with	mentor teacher to specially design	
multiple	their mentor teacher	instruction for individual students	
assessments,	to specially design	based on a variety of formative and	
including student	instruction for	summative assessments and	
self-assessment,	individual students	technologies.	
that are	based on a variety of	• The candidate <i>reviews learning</i>	
responsive to	formative and	goals and plans instruction aligned to	
cultural and	summative	academic, social, and behavioral	
linguistic	assessments and	standards.	
diversity and	technologies.		
specialized as	• The candidate		
needed, to	fails to review		
identify what	learning goals		
students know	and/or plans		
and are able to	instruction that is		
do. They then	not aligned to		
interpret the	academic, social,		
assessment data	and behavioral		
to appropriately	standards.		
plan and guide	standards.		
instruction to			
meet rigorous			
academic and			
non-academic			
content and goals			
for each			
individual.			
5.2 Candidates	The candidate	The candidate uses effective	
use effective	may use strategies	strategies that promote active student	
strategies to	that promote student	engagement and sometimes offers	
promote active	engagement;	equitable opportunities to respond.	
student	however, they rarely	 The candidate <i>teaches and</i> 	
engagement,	or never offer	models self-regulation behaviors	
increase student	equitable	(e.g., turn-taking, assignment	
motivation,	opportunities to	completion).	
increase	respond.	The candidate incorporates digital	
opportunities to	• The candidate	technology into <i>some of their</i>	
respond, and		č.	
enhance self-	rarely or never teaches and models	<i>instruction</i> (e.g., use of interactive white boards, web-based documents,	
regulation of			
student	self-regulation	assistive and augmentative	
• Chaviors (e.g., turn		communication) and assessment	
5		(e.g., real-time response systems) to	
	completion).	assist in and enhance learning and	
	• The candidate	engagement.	
	does not incorporate		
	digital technology		

	into their instruction (e.g., use of interactive white boards, web-based documents, assistive and augmentative communication) and assessment (e.g., real-time response systems) to assist in and enhance learning and engagement.	
5.3 Candidates use explicit, systematic instruction to teach content, strategies, and skills to make clear what a learner needs to do or think about while learning.	 The candidate rarely or never uses direct instruction to teach academic or non-academic content. The candidate fails to provide an explanation of the content, strategy, or skill to be learned and rarely or never uses scaffolds and feedback to guide the learner. The candidate rarely or never provides clear models and explanations of content. The candidate fails to create opportunities to demonstrate knowledge and skill. 	 The candidate uses direct instruction to teach academic or non-academic content. The candidate provides an explanation of the content, strategy, or skill to be learned, but this instruction may lack clarity. The candidate sometimes uses scaffolds and feedback to guide the learner. The candidate sometimes provides clear models and explanations of content, using a method such as "I do, we do, you do." The candidate creates opportunities to demonstrate knowledge and skill and provides minimal feedback.

5.4 Candidates	• The candidate	• The candidate references learning
use flexible	fails to reference	goals and/or appropriate standards to
grouping to	learning goals	configure groups effectively.
support the use	and/or appropriate	 The candidate holds learners
of instruction	standards to	accountable for collective learning
that is adapted to	configure groups.	and provides feedback to support
meet the needs of	• The candidate	learning.
each individual	does not hold	The candidate monitors each
and group.	learners	learner's progress and attempts to
	accountable for	adjust their groupings and instruction
	collective learning	accordingly.
	and rarely or never	accordingly.
	provides feedback to	
	-	
	support learning.	
	• The candidate	
	fails to monitor each	
	learner's progress	
	and <i>rarely or never</i>	
	adjusts their	
	groupings and	
	instruction.	
5.5 Candidates	 The candidate 	• The candidate <i>uses groups</i> to
organize and	rarely or never uses	provide instruction for children who
manage focused,	groups to provide	have common instructional needs.
intensive small	instruction for	
group instruction	children who have	
to meet the	common	
learning needs of	instructional needs.	
each individual.	mstractional necas.	
5.6 Candidates	The candidate	The candidate <i>sometimes designs</i>
I~		individualized instruction based on
plan and deliver	rarely or never	
specialized, individualized	designs	informal and formal assessments to
	individualized	support students and accommodate
instruction that	instruction to	their needs.
is used to meet	support students and	• The candidate <i>sometimes</i>
the learning	accommodate their	promotes the application or
needs of each	needs.	generalization of knowledge and
individual.	• The candidate	skills <i>in other areas</i> .
	rarely or never	
	promotes the	
	application or	
	generalization of	
	knowledge and	
	skills <i>in other</i>	
	areas.	
	ar cas.	

Outcome #6: Supporting Social, Emotional, and Behavioral Growth High Leverage Practices Component 6.1 - HLP 7 Component 6.2 - HLP 7, HLP 8, HLP 9, HLP 22 Component 6.3 - HLP 4, HLP 9, HLP 10, HLP 15, HLP 16, HLP 21 Level of Performance Outcome Unsatisfactory Basic and Beyond 6.1 Candidates use The candidate fails to The candidate builds positive, caring effective routines learn about students' strengths. relationships by learning about students' and procedures to strengths, interests, and/or needs and by interests, and/or needs and by create safe, caring, responding to them in authentic responding to them in authentic and respectful, and and respectful ways. respectful ways. productive learning The candidate *fails to* The *candidate contacts* (written or verbal) environments for contact (written or verbal) the the students' families to initiate an individuals with students' families to initiate an understanding of students' backgrounds exceptionalities. understanding of students' and/or needs. backgrounds and/or needs. The candidate *sometimes plans and/or* The candidate rarely or *implements* positive behavioral interventions never plans and/or implements and supports. positive behavioral interventions The candidate *sometimes states* clear behavioral expectations. and supports. The candidate *rarely or* The candidate *sometimes collects* and uses never states clear behavioral data to monitor student behavior and the effectiveness of their management plans. expectations. The candidate rarely or The candidate *sometimes collaborates* with never collects and uses data to teachers and other professionals, in a team monitor student behavior and the approach to address individual needs effectiveness of their consistently across school settings. The candidate *watches* for bullving, management plans. The candidate rarely or maltreatment, violence, and sexual assault, never collaborates with teachers and they report any instances through and other professionals, in a appropriate channels. team approach to address individual needs consistently across school settings. The candidate fails to recognize bullying, maltreatment, violence, and

sexual assault, and they *do not* report instances through appropriate channels.

6.2 Candidates use
a range of
preventive and
responsive
practices
documented as
effective to
support
individuals' social,
emotional, and
educational well-
being.

- The candidate *rarely or never creates* an environment with expectations and instructional routines to support students.
- The candidate *rarely or never employs strategies to manage* challenging behaviors at the classroom and individual student levels.
- The candidate *rarely or never provides* frequent, positive, or specific feedback to influence student learning and behavior.
- The candidate is unaware of unique differences among students, families, and their community and that biases may exist in interventions and responses to student behavior.
- The candidate *is* unaware of the overuse of procedures such as seclusion or restraint when using preventative and responsive practices.
- The candidate *fails to* understand and conform to legal and ethical guidelines for all behavioral interventions.

- The candidate creates an environment with expectations and instructional routines to support students.
- The candidate *employs strategies to manage* challenging behaviors at the classroom and individual student levels.
- The candidate provides frequent, positive, or specific feedback to influence student learning and behavior.
- The candidate *is aware of* unique differences among students, families, and their community and *that biases may exist* in interventions and responses to student behavior.
- The candidate *is aware of* the overuse of procedures such as seclusion or restraint when using preventative and responsive practices.
- The candidate *attempts to conform* to legal and ethical guidelines for all behavioral interventions.

6.3 Candidates systematically use data from a variety of sources to identify the purpose of function served by problem behavior to plan, implement, and evaluate behavioral interventions and

- The candidate rarely or never uses direct and indirect methods to determine the function of student behavior.
- The candidate rarely or never develops practices for class-wide or individual level interventions to

- The candidate uses direct and indirect methods to *determine the function of student behavior*.
- The candidate *develops practices for* class-wide or individual level interventions to evaluate effects of behavioral interventions.
- The candidate *programs for* generalization of social, emotional, and behavioral skills to relevant environments.
- The candidate has a *basic* understanding of legal and ethical

social skills	evaluate the effects	gı
programs,	of behavioral	wi
including	interventions.	te
generalization to	• The candidate	de
other	rarely or never	pl
environments.	programs for	•
	generalization of	
	social, emotional,	
	and behavioral	
	skills to relevant	
	environments.	
	• The candidate	

guidelines that should be followed when working with families, teachers, and other professionals to develop, implement, and monitor plans for generalization.

• The candidate fails to understand or follow legal and ethical guidelines when working with families, teachers, and other professionals to develop, implement, and monitor plans for generalization.

Outcome #7: Collaborating with Team Members

High Leverage Practices
Component 7.1 - HLP 2
Component 7.2 - HLP 1, HLP 3

fails to observe or participate in a group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavior needs. 7.2 Candidates communicate, coordinate, and collaborate with families, paraprofessionals with families and onsoing collaborative meetings, and ongoing collaborative meetings essential to instructional planning meeting the student's behavioral needs and progress monitoring. • The candidate fails to actively listen to and respect the sharing of multiple perspectives. 7.2 Candidates communicate, coordinate, and collaborate with families, paraprofessionals within the educational setting to assess, plan, and implement effective programs and fails to observe or participate in a grade of meetings and other professionals, such as annual planning meetings, and ongoing collaborative meetings, and ongoing collaborative meetings essential to instructional planning meeting the student's behavioral needs and progress monitoring. • The candidate fails to actively listens to and respectives. 7.2 Candidates communicate, coordinate, and collaborate with families, paraprofessionals with families and onsoring collaborative what information is relevant and has difficulty explaining the information to advance the collaborative process. • The candidate determines what information is advance the collaborative process. • The candidate of the professionals and only planning meeting the student's behavioral needs and progress monitoring. • The candidate determines what information is relevant and explains the information to advance the collaborative process. • The candidate determines what information to advance the collaborative or maintain respectful, to instructional planning meeting the student's behavioral needs and progress monitoring. • The candidate determines what information is advance the collaborative or maintain respectful, to instructional planning	Component 7.3	onent 7.3 - HLP 1				
7.1 Candidates utilize communication, group facilitation, and problem- solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavior needs. 7.2 Candidates communicate, coordinate, and collaborate with families, paraprofessionals within the educational setting to assess, plan, and implement effective programs and * The candidate observes in a range of meetings and observe or participate in a range of meetings and other professionals, such as annual planning meetings, transition meetings, and ongoing collaborative meetings essential to instructional planning meeting, the student's behavioral needs and progress monitoring. * The candidate fails to observe or participate in a range of meetings with families and other professionals, such as annual planning meetings, transition meetings, and ongoing collaborative meetings essential to instructional planning meeting, the student's behavioral needs and progress monitoring. * The candidate fails to observe or participate in a range of meetings with families and other professionals, such as annual planning meetings, transition meetings, and ongoing collaborative meetings estontial to instructional planning meetings, transition meetings, and ongoing collaborative meetings and broggerses monitoring. * The candidate actively listens to and respect the sharing of multiple perspectives. * The candidate struggles to determine what information is relevant and explains the information to advance the collaborative process. * The candidate determines what information is relevant and explains the information to advance the collaborative process. * The candidate determines what information is relevant and explains the information from and about families and other professionals, such as annual planning meetings, transition meetings, and ongoing collaborative meetings, transition to instructional progress monitoring. * The candidate struggles to						
The candidate sutilize **The candidate fails to observe or communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and other professionals, such as annual planning meetings, transition meetings, and ongoing collaborative meetings and ongoing collaborative meetings and ongoing collaborative meetings expertise and knowledge to build team capacity and jointly address students' instructional and behavior needs. **The candidate observes in a range of meetings and other professionals, such as annual planning meetings, transition meetings, and ongoing collaborative meetings essential to instructional planning meeting the student's behavioral needs and progress monitoring. **The candidate actively listens to and respect the sharing of multiple perspectives.* **The candidate determines what information is relevant and has goarparpofessionals within the educational setting to assess, plan, and implement effective programs and **The candidate observes in a range of meetings and other professionals, and other professionals in the planning meetings, transition meetings, and ongoing collaborative meetings essential to instructional planning meeting the student's behavioral needs and progress monitoring. **The candidate actively listens to and respect the sharing of multiple perspectives. **The candidate determines what information is relevant and explains the information to advance the collaborative process. **The candidate actively listens to and respects the sharing of multiple perspectives. **The candidate determines what information is relevant and heavy listens to and respects the information to advance the collaborative process. **The candidate determines what information is advance the col	Outcome	Level of Performance				
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communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavior needs. 7.2 Candidates communicate, coordinate, and collaborate with families and paraprofessionals within the educational setting to assess, plan, and implement effective programs and participate in a range of meetings and other professionals, such as annual planning meetings, transition meetings, and ongoing collaborative meetings essential to instructional planning meeting the student's behavioral needs and progress monitoring. • The candidate fails to actively listen to and respect the sharing of multiple perspectives. • The candidate struggles to determine what information is relevant and has paraprofessionals within the educational setting to assess, plan, and implement effective programs and possible factive meetings, and ongoing collaborative meetings essential to instructional planning meeting the student's behavioral needs and progress monitoring. • The candidate actively listens to and respectives. • The candidate determines what information is relevant and explains the information to advance the collaborative process. • The candidate listens to and respects information is utilized to maintain respectful, ongoing, open communication to jointly identify and meet learning goals that are	7.1 Candidates	The candidate	• The candidate observes in a			
group facilitation, and problem- solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavior needs. 7.2 Candidates communicate, coordinate, and collaborate with families, paraprofessionals within the educational setting to assess, plan, and implement effective programs and	utilize	fails to observe or	range of meetings with families			
and problem- solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavior needs. 7.2 Candidates communicate, coordinate, and collaborate with families, paraprofessionals within the educational setting to inserve collaborative meetings essential to instructional and behavior needs. The candidate struggles to determine what information is relevant and has difficulty explaining the information to advance the collaborative process. The candidate of the candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The candidate determines what information to advance the collaborative process. The	communication,	participate in a	and other professionals, such as			
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in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavior needs. 7.2 Candidates communicate, coordinate, and collaborate with families, paraprofessionals within the educational setting to lead effective manner to lead effective manner transition meetings, transition meetings, transition meetings, transition meetings, and ongoing collaborative meetings essential to instructional planning meeting sto assess, plan, and implement effective programs and such as annual planning meetings, transition meetings, and ongoing collaborative meetings essential to instructional planning meeting the student's behavioral needs and progress monitoring. • The candidate actively listens to and respects the sharing of multiple perspectives. • The candidate struggles to advance the collaborative process. • The candidate listens to and respects information from and about families and observes how this information is utilized to maintain respectful, ongoing, open communication to jointly identify and meet learning goals that are	and problem-	with families and	transition meetings, and ongoing			
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implement effective process. communication to jointly identify and meet learning goals that are						
programs and • The candidate and meet learning goals that are	· - ·		maintain respectful, ongoing, open			
	-	F	communication to jointly identify			
SERVICES UNAL fails to listen to and informed by assessment data	programs and services that	• The candidate fails to listen to and	and meet learning goals that are informed by assessment data.			

		m 1.1 1 1
promote progress	respect information	• The <i>candidate understands</i> the
toward measurable	from and about	reciprocal relationship with
outcomes for	families and <i>does</i>	general educators for effective and
individuals with	not observe how this	inclusive practices.
and without	information is	
exceptionalities	<i>utilized to</i> maintain	
and their families.	respectful, ongoing,	
	open communication	
	to jointly identify	
	and meet learning	
	goals that are	
	informed by	
	assessment data.	
	The candidate	
	fails to understand	
	=	
	the reciprocal	
	relationship with	
	general educators	
	for effective and	
	inclusive practices.	
7.3 Candidates	• The candidate is	 The candidate is
communicate,	not knowledgeable	knowledgeable about a few
coordinate and	about national,	national, state/provincial and local
collaborate with	state/provincial and	resources.
professionals and	local resources.	• The candidate <i>observes team</i>
agencies within the	 The candidate 	members developing individual
community to	fails to observe team	education programs, and
identify and access	members developing	behavioral support plans.
services, resources,	individual education	The state of the s
and supports to	programs, and	
meet the identified	behavioral support	
needs of	plans.	
individuals with	plans.	
exceptionalities		
and their families.		
und then families.		
7.4 Candidates	The candidate	The candidate understands that
work with and		
mentor	fails to understand	special educators work with
	that special	paraprofessionals and <i>understands</i>
paraprofessionals	educators work with	the basic role of the
in the	paraprofessionals	paraprofessional.
paraprofessionals'	and fails to	• The candidate <i>observes the</i>
role of supporting	understand the basic	supervising teacher monitoring,
the education of	<i>role of</i> the	guiding, or mentoring
individuals with	paraprofessional.	paraprofessionals to ensure high
exceptionalities		fidelity of implementation for
and their families.		

The candidate	evidence-based practices and
fails to observe the	interventions.
supervising teacher	
monitoring, guiding,	
or mentoring	
paraprofessionals to	
ensure high fidelity	
of implementation	
for evidence-based	
practices and	
interventions.	

Final Evaluation Rubric for Special Education

The rubric provides descriptions of the outcomes each Student Teacher must meet to successfully complete the student teaching semester. Each outcome has a description of behaviors indicating levels of performance. Some outcomes have multiple subparts.

PLEASE NOTE:

- The Student Teacher must complete all outcomes with a P (proficient) or D (distinguished) rating and no more than three B (basic) ratings for successful *completion* of the Final Student Teaching Evaluation.
- Ratings of "Unsatisfactory" or "Basic" should be accompanied by documentation of efforts to remediate these areas.
- All evaluations will be submitted online. Mentors will be able to access this form through an email link.

If you have questions about the forms or the requirements for evaluation during Student teaching, please contact your Partner School Facilitator or UW Faculty/Supervisor directly.

Outcome #1: Engaging in Professional Learning and Practice within Ethical Guidelines High Leverage Practices Component 1.1 - HLP 3 Component 1.2 - HLP 3 Outcome Level of Performance 1.1 Candidates The • The candidate has • The candidate The candidate practice didate *lacks basic* has knowledge of a *basic* has a strong within ethical derstanding of and understanding of and works within *knowledge* of and guidelines and s not work within and attempts to applicable federal works within all legal policies applicable federal work within (e.g. Individuals applicable federal and g. Individuals with with Disabilities (e.g. Individuals applicable federal procedures. abilities Education (e.g. Individuals **Education Act** with Disabilities with Disabilities t [IDEA] and [IDEA] and **Education Act** tion 504 of the **Education Act** Section 504 of the [IDEA] and habilitation Act of [IDEA] and Rehabilitation Act Section 504 of the 73) and Section 504 of the of 1973) and Rehabilitation Act state/provincial/loc te/provincial/local Rehabilitation Act of 1973) and state/provincial/loc s, regulations, and of 1973) and al laws, icies pertaining to state/provincial/loc regulations, and al laws, ividuals with policies pertaining regulations, and al laws, eptionalities and regulations, and to individuals with policies pertaining exceptionalities w these laws affect policies pertaining to individuals with delivery of services to individuals with and how these exceptionalities supports. exceptionalities laws affect the and how these and how these delivery of laws affect the The candidate does not services and laws affect the delivery of delivery of services and recognize that does supports. not individuals with services and • The candidate supports. exceptionalities supports. practices with a The candidate deserve to be • The candidate commitment to practices and with challenged with understands that understanding that a commitment to high expectations individuals with individuals with understanding that and provided with exceptionalities individuals with exceptionalities meaningful and deserve to be deserve to be exceptionalities inclusive challenged with challenged with deserve to be participation high expectations high expectations challenged with and provided with and provided with opportunities to high expectations meaningful and develop the highest meaningful and and implements possible learning inclusive inclusive meaningful and outcomes. participation participation inclusive opportunities to opportunities. participation develop the opportunities to highest possible develop the learning highest possible outcomes. learning outcomes.

1.2 Candidates
advocate for
improved
outcomes for
individuals
with
exceptionaliti
es and their
families while
addressing the
unique needs
of those with
diverse social,
cultural, and
linguistic
backgrounds.

- The candidate does not advocate for resources and professional learning conditions to help individuals with exceptionalities.
- The candidate does not understand that families have diverse knowledge and expertise about their children's strengths and needs.
- The candidate *fails to support* families.
- The candidate does not understand barriers that exist for students with exceptionalities within educational settings.

- The candidate advocates for resources to help individuals with exceptionalities.
- The candidate understands that families have diverse knowledge and expertise about their children's strengths and needs.
- The candidate *supports families*.
- The candidate understands barriers that exist for students with exceptionalities within educational settings.
- The candidate advocates for resources and professional learning conditions to help individuals with exceptionalities meet instructional and behavioral goals and outcomes.
- The candidate seeks a greater understanding of families' diverse knowledge and expertise about their children's strengths and needs.
- The candidate supports families by acting in ways that build on family strengths and capacities in working with their students at risk for or with disabilities.
- The candidate understands barriers that exist for students with exceptionalities within educational settings and designs environments and uses resources that include supports that address a range of student needs.

- The candidate advocates for resources and professional learning conditions to help individuals with exceptionalities meet instructional, behavioral, social, and transition goals and outcomes.
- The candidate seeks a greater understanding of families' diverse knowledge and expertise about their children's strengths and needs and utilizes this understanding to enhance their instruction and classroom environment.
- Through partnerships, the candidate supports families by acting in ways that build on family strengths and capacities in working with their students at risk for or with disabilities.
- The candidate understands barriers that exist for students with exceptionalities within educational settings and works with decision makers to design environments and select curriculum resources that include supports

				that address a range of student needs.
1.3 Candidates design and implement professional learning activities based on ongoing analysis of student learning; self-reflection; professional standards, research and contemporary practices.	 The candidate does not attend professional learning activities or participate in peer and professional learning communities that benefit individuals with exceptionaliti es and their families, colleagues, and their own professional growth. The candidate does not reflect on their professional performance, why they use specific practices and the impact on students. The candidate fails to adjust their practices based on reflection and/or 	attends professional learning activities and participates in peer and professional learning communities that benefit individuals with exceptionalities and their families, colleagues, and their own professional growth. The candidate inconsistently reflects on their professional performance, why they use specific practices and the impact on students. The candidate attempts to adjust their practices based on reflection and/or assessment of student performance. The candidate is	 The candidate engages in professional learning activities and participates in peer and professional learning communities that benefit individuals with exceptionalities and their families, colleagues, and their own professional growth. The candidate regularly reflects on their professional performance, why they use specific practices and the impact on students. The candidate adjusts their practices based on regular reflection and assessment of student performance. The candidate recognizes their own skill limitations in meeting the needs 	 The candidate engages in professional learning activities and participates actively in peer and professional learning communities that benefit individuals with exceptionalities and their families, colleagues, and their own professional growth. The candidate regularly reflects on their professional performance, why they use specific practices and the impact on students, families, and other professionals. The candidate adjusts their practices based on regular reflection, assessment of student

assessmen	of students with	of students with	performance,
student	exceptionalities	exceptionalities	and in
performan	•	and their families.	collaboration
• The candid		and then families.	with IEP team
fails to	iate		members and
recognize			other applicable
their own			stakeholders.
skill			The candidate
limitations			recognizes their
meeting th	e		own skill
needs of			limitations and
students w	ith		knows when to
exceptiona	liti		turn to others for
es and thei	r		guidance and
families.			support to meet
			the needs of
			students with
			exceptionalities
			and their
			families.

Outcome #2: Understanding and Addressing each Individual's Developmental and Learning Needs

High Leverage Practices Component 2.1 - HLP 4 Component 2.2 - HLP 11, HLP 12

Octobre 2				
Outcome	Level of			
	Performance			
	Unsatisfactory	Basic (B)	Proficient (P)	Distinguished
	(U)		_	(D)
lidates apply unde	• The candidat	• The candidate	The candidat	The candidat
learn	ind	ind	ind	ind
stude	exp	and	lear	cha
	• The candidat	• The candidate	 The candidat 	The candidat
	the	lea	lear	lear
	chi	chi	and	exp
	• The candidat	• The candidate	 The candidat 	The candidat
	imp	hur	on 1	on
	exp	exp	exp	to e
2.2 Candidates	• The	• The	• The candidate	 The candidate
use their	candidate	candidate	consistently	consistently
knowledge and	rarely or never	sometimes	structures and	structures and
understanding of	structures and	structures and	implements	implements
diverse factors	implements	implements	instruction	instruction that
that influence	instruction that	instruction that	that reflects	reflects the
development and	reflects the	reflects the	the diversity	diversity of the
learning,	diversity of the	diversity of the	of the learner	learner and

including
differences
related to
families,
languages,
cultures, and
communities, and
individual
differences,
including
exceptionalities,
to plan and
implement
learning
experiences and
environments.

- learner and makes informed decisions about content, which includes attention to the learner's personal and family experiences.
- The candidate fails to recognize that their own experiences. family, race, gender, and culture biases may influence their instructional decisions and their relationships and interactions with learners and their families.
- The candidate rarely or never ensures inclusive learning environments that enable individuals with exceptionalitie s and diverse backgrounds to meet district/state standards or

- learner and makes informed decisions about content, which includes attention to the learner's personal and family experiences.
- The candidate recognizes that their own experiences, family, race, gender, and culture biases may influence their instructional decisions and their relationships and interactions with learners and their families.
- The candidate sometimes ensures inclusive learning environments that enable individuals with exceptionalitie s and diverse backgrounds to meet district/state standards or

- and makes informed decisions about content, which includes attention to the learner's personal and family experiences.
- The candidate reflects on and recognizes that their own experiences, family, race, gender, and culture biases may influence their instructional decisions and their relationships and interactions with learners and their families.
- The candidate consistently ensures inclusive learning environments that enable individuals with exceptionalitie s and diverse backgrounds to meet district/state standards or state

- makes informed decisions about content, which includes attention to the learner's personal, family, as well as community experiences and cultural norms.
- The candidate reflects on and understands how their own experiences, family, race, gender, and culture biases may influence their instructional decisions and their relationships and interactions with learners and their families. The candidate
- The candidate ensures inclusive learning environments that enable individuals with exceptionalities and diverse backgrounds to meet high standards.

24242	24242	-14	The condidate
state	state	alternative	• The candidate
alternative	alternative	standards.	consistently
standards.	standards.	 The candidate 	designs
• The	• The	consistently	environments,
candidate	candidate	designs	curriculum,
rarely or never	sometimes	environments,	and instruction
designs	designs	curriculum,	in ways that
environments,	environments,	and	are accessible
curriculum,	curriculum,	instruction in	to all learners
and instruction	and instruction	ways that are	and that use
in ways that	in ways that	accessible to	each learner's
are accessible	are accessible	all learners.	strengths to
to all learners.	to all learners.		promote
			growth.

Outcome #3: Demonstrating Subject Matter Content and Specialized Curricular Knowledge

High Leverage Practices Component 3.1 - HLP 11, HLP 13 Component 3.2 - HLP 12, HLP 13, HLP 14, HLP 15, HLP 21

Component 3.2 - 1121 12, 1121 13, 1121 14, 1121 15, 1121 21				
Outcome	Level of			
	Performance			
	Unsatisfactory	Basic (B)	Proficient (P)	Distinguished
	(U)			(D)
3.1	• The	• The	• The	• The
Candidates	candidate	candidate	candidate	candidate
apply their	has little	has some	has a	an in-
understandi	to no	understan	foundatio	depth
ng of	understan	ding of	nal	understan
academic	ding of	the	understan	ding of
subject	the	generalize	ding of	generalize
matter	generalize	d content	the	d content
content of	d content	standards	generalize	standards
the general	standards	appropriat	d content	appropriat
curriculum	appropriat	e to the	standards	e to the
to inform	e to the	developm	appropriat	developm
their	developm	ental and	e to the	ental and
programmat	ental and	instructio	developm	instructio
ic and	instructio	nal levels	ental and	nal levels
instructiona	nal levels	of the	instructio	of the
l decisions	of the	students	nal levels	students
for	students	served, as	of the	served, as
individuals	served, as	well as	students	well as
with	well as	applicable	served, as	applicable
exceptionali	applicable	national/st		national/st
ties.	national/st	ate	applicable	ate

ate	/district	national/st	/district
/district	academic	ate	academic
academic	content	/district	content
content	standards	academic	standards
standards	and	content	and
and	assessmen	standards	assessmen
assessmen	ts.	and	ts
ts.	• The	assessmen	• The
• The	candidate	ts.	candidate
candidate	sometimes	• The	consistent
rarely or	identifies	candidate	ly
·	v		identifies
never	academic	consistent	
identifies	content	ly	academic
academic	standards	identifies	content
content	necessary	academic	standards
standards	for	content	necessary
necessary	students	standards	for
for	with	necessary	students
students	exception	for	with
with	alities to	students	exception
exception	progress	with	alities to
alities to	in their	exception	progress
progress	individual	alities to	in their
in their	ized	progress	individual
individual	programs.	in their	ized
ized		individual	programs
programs.	• The	ized	and aligns
	candidate	programs.	content
• The	sometimes		standards
candidate	provides	• The	to student
rarely or	appropriat	candidate	IEP goals
never	e learning	consistent	and
provides	and	ly	objectives
appropriat	performan	provides	as
e learning	ce	appropriat	appropria
and	accommo	e learning	te.
performan	dations,	and	• The
ce	modificati	performan	candidate
accommo	ons,	ce	designs
dations,	and/or	accommo	and
modificati	assistive	dations,	consistent
ons,	technolog	modificati	
and/or	<u> </u>		ly provides
	y for	ons,	provides
assistive	students	and/or	appropriat
technolog	with	assistive	e learning
y for	exception	technolog	and

	1	_1 1	r	C
	students	al learning	=	performan
	with	needs in	students	ce
	exception	academic	with .	accommo
	al learning	subject	exception	dations,
	needs in	matter	al learning	modificati
	academic	content of	needs in	ons,
	subject	the	academic	and/or
	matter	general	subject	assistive
	content of	curriculu	matter	technolog
	the	m.	content of	y for
	general		the	individual
	curriculu		general	s with
	m.		curriculu	exception
			m.	al
				learning
				needs in
				academic
				subject
				matter
				content of
				the
				general
				curriculu
				m across
				contexts,
				including
				the
				communit
				y, home,
				and
				school.
3.2	The candidate	The candidate	The candidate	The candidate
Candidates	rarely or never	sometimes	consistently	designs and
augment the	provides	provides	provides	consistently
general	appropriate	appropriate	appropriate	provides
education	learning and	learning and	learning and	appropriate
curriculum	performance	performance	performance	learning and
to address	accommodations	accommodations	accommodations	performance
skills and	, modifications,	, modifications,	, modifications,	accommodations
strategies	and/or assistive	and/or assistive	and/or assistive	, modifications,
that	technology	technology	technology	and/or assistive
students	including	including	including	technology
with	_	_	_	
disabilities	augmentative	augmentative	augmentative	including
aisaviiities	and alternative	and alternative	and alternative	augmentative

need to access the core curriculum and function successfully within a variety of contexts as well as the continuum of placement options to assure specially designed instruction is developed and implemente d to achieve mastery of curricular standards and individualiz ed goals and objectives.

- communication devices for students with exceptional learning needs in academic subject matter content of the general curriculum.
- The candidate fails to identify appropriate specialized curricula and/or fails to develop individualized goals and objectives to meet the needs of each learner.
- The candidate fails to recognize barriers to accessibility and acceptance of individuals with exceptionalities.
- The candidate fails to or inconsistently designs learning environments that adhere to universal design principles.

- communication devices for students with exceptional learning needs in academic subject matter content of the general curriculum.
- The candidate identifies appropriate specialized curricula and sometimes develops individualized goals and objectives to meet the needs of each learner.
- The candidate recognizes barriers to accessibility and acceptance of individuals with exceptionalities.
- The candidate designs learning environments that *adhere to* universal design principles.

- communication devices for students with exceptional learning needs in academic subject matter content of specialized curricula.
- The candidate identifies appropriate specialized curricula and develops individualized goals and objectives to meet the needs of each learner.
- The candidate recognizes barriers to accessibility and acceptance of individuals with exceptionalities and plans for ways to address those barriers through the implementation of specialized curricula.
- The candidate designs learning environments that adhere to universal design principles and that facilitate active participation in a group or individual

- and alternative communication devices for individuals with exceptional learning needs in academic subject matter content of the general curriculum across contexts, including the community, home, and school.
- The candidate identifies appropriate specialized curricula and develops individualized goals and objectives aligned as appropriate with those curricula to meet the needs of each learner.
- The candidate recognizes barriers to accessibility and acceptance of individuals with exceptionalities and plans for ways to address those barriers within the individualized education program and through the implementation

	learning activity.	of specialized curricula. • The candidate designs learning environments that adhere to universal design principles and that facilitate active participation, self-advocacy, and independence of individuals with exceptionalities in a variety of
		individuals with
		learning activities

Outcome #4: Using Assessment to Understand the Learner and the Learning Environment for Data-Based Decision Making

High Leverage Practices

Component 4.1 - HLP 4, HLP 5

Component 4.2 - HLP 4

Component 4.3 - HLP 4, HLP 5, HLP 6, HLP 19

		, 11L1 0, 11L1 19	T	T
Outcome	Level of			
	Performance			
	Unsatisfactory	Basic (B)	Proficient (P)	Distinguished (D)
	(U)			
l -	The candidate does not	The candidate observes	The candidate	The candidate actively
		<i>professionals</i> and	participates with	participates with
collaborativel	<i>professionals</i> and	families in ongoing,	educational	educational
	families in ongoing,	data-based decision	professionals and	professionals and
select,	data-based decision	making to evaluate and	families in ongoing,	families in ongoing,
	making to evaluate and	improve school and	data-based decision	data-based decision
analyze, and	improve school and	classroom	making to evaluate and	making to evaluate and
	classroom	environments,	improve school and	improve school and
	environments,	instruction, and	classroom	classroom
	instruction, and	intervention across	environments,	environments,
	intervention across	varying levels of	instruction, and	instruction, and
learning,	varying levels of	support, as, for	intervention across	intervention across
behavior, and	support, as, for	example, in multi-	varying levels of	varying levels of
the	example, in multi-	tiered systems of	support, as, for	support, as, for
classroom	tiered systems of	support (MTSS).	example, in multi-	example, in multi-
environment	support (MTSS).	The candidate is aware	tiered systems of	tiered systems of
to evaluate		of individual students	support (MTSS).	support (MTSS).

_	<u> </u>	T				
and support	The candidate is <i>not</i>	without			* *	The candidate supports
classroom	aware of individual	exceptionalitie		individual	students	individual students
and school-	students without	may experience		without		without
based	exceptionalities, who	difficulty in th			ılities, who	exceptionalities, who
systems of	may experience	classroom and	at	may exper		may experience
intervention	difficulty in the	school.		difficulty i		difficulty in the
for students	classroom and at	The candidate		classroom		classroom and at
with and	school.	multiple meast		school by	learning	school by
without	The candidate does no	ot may contribute	e to a	about the p	problem-	collaborating with
exceptionaliti	review multiple	student's learr	ning and	solving pro	ocess	educational
es.	measures that may	behavioral str	engths	(problem i		professionals and
	contribute to a	and needs.		problem a	nalysis, plan	families through the
	student's learning and			developme	ent, plan	problem-solving
	behavioral strengths			implement	tation, and	process (problem
	and needs.			plan evalu	ation).	identification, problem
				The candid	date reviews	analysis, development,
				multiple m	neasures, as	plan implementation,
				well as sch	nool,	and plan evaluation).
				classroom,	, curricular,	The candidate <i>jointly</i>
				instruction	al, home,	analyzes multiple
				student, ar	nd other	measures to document
				factors tha	t may	and critically examine
				contribute	to a	school, classroom,
				student's 1	earning and	curricular, instruction,
				behavioral		home, student, and
				and needs.		other factors that may
						contribute to a
						student's learning and
						behavioral strengths
						and needs.
4.2	• The	• The	• T	he	• The	candidate develops
Candidates	candidate	candidate	cano	didate	and use	es informal
develop,	does not	observes	uses	informal	assessn	nents such as
select,	observe	others using	asse	ssments		ation tools or family
administer,	others	informal	such			ws to assess students'
and	using	assessments		ervation		ic and behavioral
interpret	informal	such as	tool			ns and needs.
multiple,		observation			_	candidate <i>selects and</i>
formal and	assessments		fam	•		
	such as	tools or		rviews to		sters culturally and
informal,	observation	family	asse		_	ically appropriate
culturally	tools or	interviews to		ents'	_	al and formal
and	family	assess		demic and	assessn	
linguisticall	interviews	students'	beha	avioral	• The	candidate understands
\mathbf{y}	to assess	academic	strei	ngths and	the lim	itations of formal and
appropriate	students'	and	need	_	informa	al assessments such as
measures	academic	behavioral	• T			and test constructs,
and	and	strengths		didate		nsider contextual
procedures	behavioral	and needs.		inisters		
that are	UCHAVIOIAI	and needs.			factors	
mui ai c			cult	urally and	socioec	onomic status, family

valid and
reliable, to
contribute
to eligibility
determinati
on for
special
education
services.

- strengths and needs.
- The candidate does not observe others administeri ng culturally and linguisticall appropriate informal and/or formal assessments
- The
- candidate lacks understandi ng of the limitations of formal and informal assessments
- The candidate fails to collaborate with their mentor teacher or others as needed to ensure an appropriate and valid assessment process.

- The candidate observes others
- administerin g culturally and linguistically appropriate informal and/or formal assessments.
- The candidate understands the limitations of formal and informal assessments.
- candidate collaborates with their mentor teacher as needed to ensure an appropriate and valid assessment process.

• The

- linguistically appropriate informal or formal assessments.
- The candidate understands the limitations of formal and informal assessments such as biases and test constructs, and previous instruction that may influence accurate interpretation based on individual student characteristic s.
- The candidate collaborates with their mentor teacher and the general education teacher as needed to ensure an appropriate and valid assessment process.

- structure, and previous instruction that may influence accurate interpretation based on individual student characteristics including race, gender, gender identity, and cultural identity.
- The candidate collaborates with their mentor teacher and the general education teacher as well as other professionals with additional expertise as needed to ensure an appropriate and valid assessment process.

4.3
Candidates
assess,
collaborativ
ely analyze,
interpret,
and
communicat
e students'
progress
toward
measurable
outcomes
using
technology
as
appropriate,
to inform
both short-
and long-
term
planning,
and make
ongoing
adjustments
to
instruction.

- The candidate rarely or never collects formative assessment data to monitor students' performanc e.
- The candidate does not observe multiple professiona ls working collaborati vely to analyze and interpret results of multiple assessments across settings for each student. The
- candidate
 does not
 review or
 discuss
 individual
 assessment
 data with
 students.
 The
- students.
 The candidate does not review progress and adjustment

- The candidate sometimes collects formative assessment data to monitor students' performance
- The candidate observes multiple professional s working collaborativ elv to analyze and interpret results of multiple assessments across settings for each student. • The
- reviews
 individual
 assessment
 data with
 students.
 The
 candidate
 observes

candidate

progress and adjustment to instruction being communicat ed by their mentor

- The candidate consistently collects formative assessment data to monitor students' performance.
- The candidate works collaborativel v with their mentor teacher to analyze and interpret results of multiple assessments across settings for each student.
- The candidate uses progress monitoring data to purposefully guide immediate instructional changes and supportive practices as needed.
 The
- candidate supports students in understandin

g their own

- The candidate consistently collects formative assessment data and regularly analyzes students' performance to ensure appropriate progress toward goal attainment.
- The candidate works collaboratively with multiple professionals and stakeholders to analyze and interpret results of multiple assessments across settings for each student.
- The candidate analyzes *a* variety of assessment data to purposefully guide immediate instructional changes and supportive practices as needed.
- The candidate supports students in understanding their own assessment data and uses those results to support students in self-monitoring and self-regulation.
- The candidate regularly communicates progress and adjustment to instruction with family members and other educational professionals to support individual student's progress towards short-term and long-term outcomes.
- The candidate consistently uses assistive technology for specific assessment purposes, including test administration, testing accommodations, data storage, creating digital documents and logs, and charting and graphing

to instruction with family members and/or other educational professiona ls to support individual student's progress towards short-term	teacher with family members and/or other educational professional s to support individual student's progress towards short-term and long-term	assessment data. • The candidate communicate s progress and adjustment to instruction with family members and/or other educational professionals	results to identify patterns in learning and/or behavior.
towards	and long-	educational	
and long- term	outcomes. • The	to support individual	
outcomes.The candidate	candidate sometimes	student's progress towards	
rarely or never uses	uses assistive technology	short-term and long-	
assistive technology	for specific assessment	term outcomes. • The	
for specific assessment purposes,	purposes, including test	candidate consistently	
including test administrati	administrati on, testing accommodat	uses assistive technology for specific	
on, testing accommoda	ions, and data	assessment purposes,	
tions, and data storage.	storage.	including test administratio n, testing	
		accommodati ons, and data storage.	

Outcome #5: Using Effective Instruction to Support Learning

High Leverage Practices

Component 5.1 - HLP 6, HLP 11, HLP 19

Component 5.2 - HLP 8, HLP 9, HLP 18, HLP 19, HLP 22

Component 5.3 - HLP 12, HLP 14, HLP 16

Component 5.4 - HLP 17

Component 5.5 - HLP 17, HLP 20

Component 5.6 - HLP 13, HLP 14, HLP 15, HLP 19, HLP 20

Outcome	Level of			
Outcome	Level oj Performance			
		Paris (P)	Proficient (P)	Distinguished (D)
	Unsatisfactory (U)	Busic (B)	Projicieni (P)	Distinguisnea (D)
	• The	• The	• The	The condidate annulation
				• The candidate specially
Candidates	candidate does	candidate	candidate	designs instruction for individual
use findings	not work with	works with	specially designs	students based on a variety of
from multiple		their mentor	instruction for	culturally and linguistically
assessments,	teacher to	teacher to	individual	responsive and diverse formative
including student self-	specially design	specially	students based	and summative assessments and
	instruction for	design	on a variety of	technologies.
assessment,	individual	instruction for	formative and	The candidate identifies
that are	students based	individual	summative	learning goals and plans
responsive to	on a variety of	students based		instruction aligned to academic,
cultural and	formative and	on a variety of		social, and behavioral standards
linguistic	summative	formative and	• The	as well as other appropriate
diversity and	assessments and	summative	candidate	academic and non-academic
specialized as	technologies.	assessments	identifies	content to meet the needs of
needed, to	• The	and	learning goals	individual learners based on
identify what students	candidate fails to		and plans	assessment data.
know and are	review learning	• The	instruction	
able to do.	goals and/or	candidate	aligned to	
	plans instruction	reviews	academic, social,	
They then	that is not	learning goals		
interpret the assessment	aligned to	and plans	standards to	
data to	academic,	instruction	meet the needs	
	social, and	aligned to	of individual	
appropriately plan and	ociia violai	academic,	learners based	
guide	standards.	social, and	on assessment	
instruction to		behavioral	data.	
meet		standards.		
rigorous				
academic and				
non-				
academic				
content and				
goals for each				
individual.				
muividuai.				

5.2
Candidates
use effective
strategies to
promote
active
student
engagement,
increase
student
motivation,
increase
opportunitie
s to
respond,
and enhance
self-
regulation
of student
learning.

- The candidate may use strategies that promote student engagement; however, they rarely or never offer equitable opportunities to respond.
- The candidate rarely or never teaches and models self-regulation behaviors (e.g., turn-taking, assignment completion).
- The candidate does not incorporate digital technology into their instruction (e.g., use of interactive white boards, webbased documents. assistive and augmentative communication) and assessment (e.g., real-time response systems) to assist in and enhance learning and engagement.

- The candidate uses effective strategies that promote active student engagement and sometimes offers equitable opportunities to respond.
- The candidate teaches and models self-regulation behaviors (e.g., turn-taking, assignment completion).
- The candidate incorporates digital technology into some of their instruction (e.g., use of interactive white boards, web-based documents, assistive and augmentative communicatio n) and assessment (e.g., real-time response systems) to assist in and

enhance

- The candidate uses effective strategies that promote active student engagement and offer frequent, equitable opportunities to respond.
- The candidate explicitly teaches, models, and reinforces self-regulation behaviors (e.g., turn-taking, assignment completion).
- The candidate incorporates digital technology throughout their instruction (e.g., use of interactive white boards, web-based documents, assistive and augmentative communication) and assessment (e.g., real-time response systems) to assist in and enhance learning and engagement.

- The candidate uses effective strategies that promote active student engagement, *nurture intrinsic motivation* for learning, offer frequent, equitable opportunities to respond, *and guide self-regulation*.
- The candidate explicitly teaches, models, and reinforces self-regulation behaviors (e.g., turn-taking, assignment completion) for students in a variety of ways and settings.
- The candidate *infuses* digital technology into instruction (e.g., use of interactive white boards, webbased documents, assistive and augmentative communication) and assessment (e.g., real-time response systems) to assist in and enhance learning and engagement *based on individual student need and interest*.

		learning and engagement.		
5.3	• The	• The	• The	The candidate uses
Candidates	candidate rarely	candidate	candidate uses	explicit, systematic instruction
use explicit,	or never uses	uses direct	explicit,	to focus on individualized and
systematic	direct	<i>instruction</i> to	systematic	important academic and non-
instruction	instruction to	teach	instruction to	academic content and make
to teach	teach academic	academic or	focus on	clear what each student needs
content, strategies,	or non- academic	non-academic	individualized	to do or think about when
and skills to	content.	content. • The	and important academic or	learning.The candidate provides a
make clear	• The	candidate	non-academic	clear explanation of the content,
what a	candidate <i>fails</i>	provides an	content.	strategy, or skill to be learned,
learner	to provide an	explanation	• The	focuses instruction on the steps
needs to do	explanation of	of the content,	candidate	that lead to learning, and uses
or think	the content,	strategy, or	provides a clear	scaffolds and feedback to guide
about while	strategy, or skill	skill to be	explanation of	the learner.
learning.	to be learned	learned, but	the content,	• The candidate <i>provides</i>
	and <i>rarely or</i>	this	strategy, or skill	multiple clear models and
	never uses	instruction	to be learned	explanations of content, using a
	scaffolds and	may lack	and uses	variety of methods.
	feedback to	clarity. The	scaffolds and feedback to	• The candidate creates
	guide the learner.	candidate sometimes	guide the	opportunities to demonstrate knowledge and skill using
	• The	uses scaffolds	learner.	different modalities and
	candidate <i>rarely</i>	and feedback	• The	students are provided with
	or never	to guide the	candidate	feedback (e.g., immediate
	provides clear	learner.	provides clear	discussion, written notes) and
	models and	• The	models and	are guided to self-reflect on
	explanations of	candidate	explanations of	their learning.
	content.	sometimes	content, using a	• The candidate uses
	• The	provides clear	method such as	students' cultural and linguistic
	candidate fails	models and	"I do, we do,	diversity as an asset integrated
	to create	explanations	you do."	into learning for all students.
	opportunities to demonstrate	of content,	• The candidate	
	demonstrate	using a method such	creates	
		memou such	cicaics	

	knowledge and skill.	as "I do, we do, you do." • The candidate creates opportunities to demonstrate knowledge and skill and provides minimal feedback.	opportunities to demonstrate knowledge and skill using different modalities and students are provided with feedback (e.g., immediate discussion, written notes).	
5.4 Candidates use flexible grouping to support the use of instruction that is adapted to meet the needs of each individual and group.	• The candidate fails to reference learning goals and/or appropriate standards to configure groups. • The candidate does not hold learners accountable for collective learning and rarely or never provides feedback to support learning. • The candidate fails to monitor each learner's progress and rarely or never adjusts their groupings and instruction.	 The candidate references learning goals and/or appropriate standards to configure groups effectively. The candidate holds learners accountable for collective learning and provides feedback to support learning. The candidate monitors each learner's progress and attempts to adjust their 	 The candidate references learning goals, appropriate standards, and student learning profiles to configure groups effectively. The candidate holds learners accountable for both collective and individual learning and provides feedback to support productive learning. The candidate regularly monitors each learner's progress and adjusts their 	 The candidate references learning goals, appropriate standards, and student learning profiles, preferences, and interests to configure groups effectively. The candidate holds learners accountable for both collective and individual learning and provides constructive feedback and scaffolding to support productive learning. The candidate regularly monitors each learner's progress and adjusts their groupings and instruction accordingly. The candidate is able to adapt groupings during instruction.

		groupings	groupings and	
		and instruction accordingly.	instruction accordingly.	
5.5 Candidates organize and manage focused,	• The candidate rarely or never uses groups to provide	• The candidate uses groups to provide instruction	• The candidate uses homogeneous groups to provide	The candidate uses homogeneous groups to provide focused, intensive instruction for children who have common instructional
intensive small group instruction to meet the learning needs of each	instruction for children who have common instructional needs.	for children who have common instructional needs.	focused, intensive instruction for children who have common instructional needs.	needs and configure these groups to address high priority short-term content goals and objectives.
individual. 5.6 Candidates	• The candidate	• The candidate	The candidate	The candidate intentionally designs
plan and deliver specialized, individualiz	rarely or never designs individualized instruction to	sometimes designs individualize d instruction	intentionally designs individualized instruction	individualized instruction based on informal and formal assessments <i>and the learner</i> profile by matching
ed instruction that is used	support students and accommodate	based on informal and formal	based on informal and formal	instructional intensity and/or intervention to <i>build on</i> student's strengths and
to meet the learning needs of each individual.	their needs. • The candidate rarely or never	assessments to support students and accommodat	assessments by matching instructional intensity and/or	 accommodate needs. The candidate <i>promotes</i> and actively teaches the application or generalization of Impossible and alvilla that are
muiviuuai.	promotes the application or generalization of knowledge and skills in	e their needs. • The candidate sometimes	intervention to support students and accommodate their needs.	knowledge and skills that are mastered into other content areas and/or other educational settings by the individual students.
	other areas.	promotes the application or generalizatio	• The candidate promotes the application or	

	n of knowledge and skills <i>in</i> other areas.	generalization of knowledge and skills that are mastered into other content areas and/or other educational settings by the individual students.	
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Outcome #6: Supporting Social, Emotional, and Behavioral Growth

High Leverage Practices

Component 6.1 - HLP 7 Component 6.2 - HLP 7, HLP 8, HLP 9, HLP 22

	.2 - IILF /, IILF 0,		III D 16 III D 01	
	.3 - HLP 4, HLP 9,	HLP 10, HLP 15,	HLP 10, HLP 21	
Outcome	Level of			
	Performance			
	Unsatisfactory	Basic (B)	Proficient (P)	Distinguished
	(U)			(D)
6.1 Candidates use	The	The	The candidate	The candidate
effective routines	fails to learn about	builds positive,	itive, caring	sustains positive,
and procedures to	strengths, interests,	tionships by	ps by taking initiative	
create safe, caring,	eds and by responding	bout students'	idents' strengths,	o learn and
respectful, and	authentic and	interests, and/or	and needs and by	te students' strengths,
productive	ways.	by responding to	g to them in authentic	and needs and by
learning	The	thentic and	tful ways.	g to them in authentic
environments for	fails to contact	ways.	The candidate	_
individuals with	verbal) the students'	The	ith students' families	The candidate
exceptionalities.	initiate an	,	•	igages with students'
	C	e students' families	packgrounds and/or	deepen their
	lds and/or needs.	an understanding of		ding of students'
		backgrounds and/or		ltures, backgrounds,
	rarely or never plans		implements positive	l traditions.
	plements positive	The	interventions and	The candidate
		sometimes plans		ively plans and
		plements positive		s positive behavioral
	The	l interventions and		ons and supports in a
	rarely or never states			settings.
	vioral expectations.	The	The candidate	The candidate
		sometimes states	d uses data to monitor	
		vioral expectations.		ns and provides
	id uses data to	The	ess of their	of desired behaviors
		sometimes collects	ent plans.	t settings.
		ata to monitor	The candidate	The candidate
	.	havior and the	es with teachers and	d uses data to monitor
		ess of their	· · · · · · · · · · · · · · · · · · ·	havior and the
	_	ent plans.		ess of their
	es with teachers and	The	sistently across school	
	*	sometimes es with teachers and	The candidate	ike purposeful
				1
	sistently across school	· ·	sures to prevent naltreatment,	The candidate es with teachers and
		sistently across	and sexual assault, and	
		tings.	t any instances	in a team approach
	naltreatment,	The	propriate channels.	individual needs
		watches for bullying,		ly across school,
	o not report instances			community settings.
		ault, and they report		The candidate
	propriete chamicis.	mail, and moy report		i <i>ple active</i> measures
	l	l	1	ipic active ineasures

		ces through		bullying,
		e channels.		ent, violence, and ault, and they report ces through e channels.
6.2 Candidates use a range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational wellbeing.	• The candidate rarely or never creates an environment with expectations and instructional routines to support students. • The candidate rarely or never employs strategies to manage challenging behaviors at the classroom and individual student levels. • The candidate rarely or never provides frequent, positive, or specific feedback to influence student learning and behavior. • The candidate is unaware of unique	• The candidate creates an environment with expectations and instructional routines to support students. • The candidate employs strategies to manage challenging behaviors at the classroom and individual student levels. • The candidate provides frequent, positive, or specific feedback to influence student learning and behavior. • The candidate is aware of unique	The candidate creates an environment where expectations are clear and predictable, where instructional routines and classroom procedures are used to support students and keep them on task during instruction or other classroom activities. The candidate employs effective and preventive strategies to manage challenging behaviors at the classroom and individual student levels. The candidate provides frequent, positive,	them actively engaged during instruction or other classroom activities. • The candidate employs effective, proactive, and preventive strategies to manage challenging behaviors at the school-wide, classroom, and individual student levels. • The
	differences	differences	and specific	candidate

- among students, families, and their community and that biases may exist in interventions and responses to student behavior.
- The candidate is unaware of the overuse of procedures such as seclusion or restraint when using preventative and responsive practices.
- The candidate fails to understand and conform to legal and ethical guidelines for all behavioral interventions.

- among students, families, and their community and that biases may exist in interventions and responses to student behavior.
- The candidate is aware of the overuse of procedures such as seclusion or restraint when using preventative and responsive practices.
- The candidate attempts to conform to legal and ethical guidelines for all behavioral interventions.

- feedback to influence student learning and behavior.
- The candidate understands the unique differences among students, families, and their community and are conscious of biases in interventions and responses to student behavior.
- The candidate considers disproportionate rates of suspension or expulsion and the overuse of procedures such as seclusion or restraint when using preventative and responsive practices.
- The candidate conforms to legal and ethical guidelines for all behavioral interventions.

- provides frequent, positive, specific, and constructive feedback to influence student learning and behavior.
- The candidate understands the influences of gender, race, culture, disability, familial, and other factors on student behavior and are conscious of biases in interventions and responses to student behavior.
- The candidate considers disproportionate rates of suspension or expulsion and seclusion or restraint and advocates for alternative practices to address behavioral concerns.
- The candidate conforms to and advocates for legal and ethical guidelines for all behavioral interventions.

6.3 Candidates systematically use data from a variety of sources to identify the purpose of function served by problem behavior to plan, implement, and evaluate behavioral interventions and social skills programs, including generalization to other environments.

- The candidate rarely or never uses direct and indirect methods to determine the function of student behavior.
- The candidate rarely or never develops practices for class-wide or individual level interventions to evaluate the effects of behavioral interventions.
- The candidate rarely or never programs for generalization of social, emotional, and behavioral skills to relevant environments.
- The candidate fails to understand or follow legal and ethical guidelines when working with families, teachers, and other professionals to develop, implement, and monitor plans for generalization.

- The candidate uses direct and indirect methods to determine the function of student behavior.
- The candidate develops practices for class-wide or individual level interventions to evaluate effects of behavioral interventions.
- The candidate programs for generalization of social, emotional, and behavioral skills to relevant environments.
- The candidate has a basic understanding of legal and ethical guidelines that should be followed when working with families, teachers, and other professionals to develop, implement, and monitor plans generalization.

- The candidate uses direct and indirect methods to determine purpose, motivation and/or function of student behavior.
- The candidate uses one or two sources of data to identify or develop effective practices for class-wide or individual level interventions to evaluate effects of behavioral interventions.
- The candidate purposefully programs for generalization of social, emotional, and behavioral skills to relevant environments.
- The candidate follows legal and ethical guidelines when working with families, teachers, and other professionals to develop, implement, and monitor plans for generalization.

- The candidate uses direct and indirect methods, as well as formal and informal assessment measures to determine purpose, motivation and/or function of student behavior.
- The candidate uses *multiple sources* (3+) of data to identify or develop effective practices for class-wide or individual level interventions to evaluate effects of behavioral interventions.
- The candidate purposefully programs and collaborates with other professionals for generalization of social, emotional, and behavioral skills to relevant environments.
- The candidate follows and helps others understand legal and ethical guidelines when working with families,

				teachers, and other professionals to develop, implement, and monitor plans for generalization.
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Outcome #7: Collaborating with Team Members

High Leverage Practices

Component 7.1 - HLP 2 Component 7.2 - HLP 1, HLP 3 Component 7.3 - HLP 1

Component 7	.4 - HLP 1			
Outcome	Level of			
	Performance			
	Unsatisfactory	Basic (B)	Proficient (P)	Distinguished
	(U)			(D)
7.1 Candidates	• The	• The	• The	The candidate
utilize	candidate fails to	candidate	candidate	facilitates and
communication,	observe or	observes in a	participates in a	participates in a
group	participate in a	range of meetings	range of meetings	range of meetings
facilitation, and	range of meetings	with families and	with families and	with families and
problem-solving	with families and	other	other	other
strategies in a	other	professionals, such	_	•
culturally	professionals, such			1 0
responsive	as annual planning	meetings, transition	meetings, transition	meetings, transition
manner to lead	meetings, transition	meetings, and	meetings, and	meetings, and
effective	meetings, and	ongoing	ongoing	ongoing
meetings and	ongoing	collaborative	collaborative	collaborative
share expertise	collaborative	meetings essential	meetings essential	meetings essential
and knowledge	meetings essential	to instructional	to instructional	to instructional
to build team	to instructional	planning meeting	planning meeting	planning meeting
capacity and	planning meeting	the student's	the student's	the student's
jointly address	the student's	behavioral needs	behavioral needs	behavioral needs
students'	behavioral needs	and progress	and progress	and progress
instructional and	and progress	monitoring.	monitoring.	monitoring.
behavior needs.	monitoring.	• The	• The	The candidate
benavior needs.	• The	candidate actively	candidate actively	encourages the
	candidate fails to	listens to and	listens to and	sharing of multiple
	actively listen to	respects the	respects the	perspectives,
	and respect the	sharing of multiple		
		perspectives.	perspectives and	feedback, and

paraprofessional swithin the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families. Paraprofessional swithin the educational swithin the education to advance the collaborative process. • The candidate listens to and respects information from and about families and observes how this information is utilized to maintain respectful, ongoing, open communication to jointly identify and meet learning goals that are information to advance the collaborative process. • The candidate actively listens to information from and about families and takes some responsibility for maintaining respectful, ongoing, open communication to jointly identify and meet learning goals that are information to advance the collaborative process. • The candidate actively families and about families and takes some responsibility for maintaining respectful, ongoing, open communication to jointly identify and meet learning goals that are information to advance the collaborative process. • The condidate actively families and takes some responsibility for maintain information		sharing of multiple perspectives.		responds in a supportive manner to support the building of consensus for the identification of student learning and behavioral needs and the development,	responding in a supportive manner to build consensus for the identification of student learning and behavioral needs and the development, implementation,
communicate, coordinate, and collaborate with families, arrangofessional swithin the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their families. candidate determines what information is relevant and explains the information to advance the collaborative process. The candidate fails to families and does not observe how this information to goals that are informed by and meet learning goals that are informed by and meet learning goals that are informed by and meet learning goals that are informed to advance the determines what information is most relevant and can articulate that information is most relevant and can articulate that information is advance the collaborative process. Candidate determines what information is information is advance the collaborative process. Candidate determines what information is information is advance the collaborative process. The candidate fails to advance the collaborative process. The candidate fails to advance the candidate listens to information from and about families and observes how this information is information is information is information is advance the collaborative process. The candidate determines what information is advance the collaborative process. The candidate actively determines what information is advance the collaborative process. The candidate actively determines what information is advance the collaborative process. The candidate actively determines what information is information is information is advance the collaborative process. The candidate actively determines what information is				and monitoring of practices to meet students'	practices to meet students'
informed by assessment data. Candidate Candidate Understands and assessment data.	communicate, coordinate, and collaborate with families, paraprofessional s within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without exceptionalities and their	candidate struggles to determine what information is relevant and has difficulty explaining the information to advance the collaborative process. • The candidate fails to listen to and respect information from and about families and does not observe how this information is utilized to maintain respectful, ongoing, open communication to jointly identify and meet learning goals that are informed by	candidate determines what information is relevant and explains the information to advance the collaborative process. • The candidate listens to and respects information from and about families and observes how this information is utilized to maintain respectful, ongoing, open communication to jointly identify and meet learning goals that are informed by assessment data. • The candidate	candidate determines what information is most relevant and can articulate that information to advance the collaborative process. The candidate actively listens to information from and about families and takes some responsibility for maintaining respectful, ongoing, open communication to jointly identify and meet learning goals that are informed by assessment data. The candidate understands and	candidate determines what information is most relevant and can clearly articulate that information in a variety of modalities in order to advance the collaborative process. The candidate actively seeks and listens to information from and about families and takes primary responsibility for maintaining respectful, ongoing, open communication to jointly identify and meet learning goals that are informed by assessment data.

	• The candidate fails to understand the reciprocal relationship with general educators for effective and inclusive practices.	relationship with general educators for effective and inclusive practices.	relationships with general educators for effective and inclusive practices.	understands and works to build, develop, and maintain reciprocal relationships with general educators for effective and inclusive practices.
7.3 Candidates communicate, coordinate and collaborate with professionals and agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with exceptionalities and their families.	 The candidate is not knowledgeable about national, state/provincial and local resources. The candidate fails to observe team members developing individual education programs, and behavioral support plans. 	 The candidate is knowledgeable about a few national, state/provincial and local resources. The candidate observes team members developing individual education programs, and behavioral support plans. 	 The candidate is knowledgeable about a variety of national, state/provincial and local resources. The candidate assists as a team member to develop individual education programs, and behavioral support plans. 	 The candidate is knowledgeable about a variety of national, state/provincial and local resources and communicates with families (in a variety of ways) about them. The candidate assists as a team member to develop individual education programs, and behavioral support plans that include relevant resources and agencies.

7.4 Candidates
work with and
mentor
paraprofessional
s in the
paraprofessional
s' role of
supporting the
education of
individuals with
exceptionalities
and their
families.

- The candidate fails to understand that special educators work with paraprofessional s and fails to understand the basic role of the paraprofessional
- The candidate fails to observe the supervising teacher monitoring, guiding, or mentoring paraprofessional s to ensure high fidelity of implementation for evidencebased practices and interventions.
- The candidate understands that special educators work with paraprofessional s and understands the basic role of the paraprofessional
- The candidate observes the supervising teacher monitoring, guiding, or mentoring paraprofessional s to ensure high fidelity of implementation for evidencebased practices and interventions.
- The candidate understands the importance of working with paraprofessional s and the potential roles of the paraprofessional
- The candidate, at the direction of the supervising teacher. monitors, guides, or mentors paraprofessional s to ensure high fidelity of implementation for evidencebased practices and interventions.
- The candidate understands the importance of working with paraprofessional s and the potential roles of the paraprofessional based on the needs of individual learners and the educational setting. The
- The candidate monitors, guides, or mentors paraprofessiona ls to ensure high fidelity of implementation for evidence-based practices and interventions.